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AS THE YEAR'S PROGRAM PROGRESSES, TEACHERS ARE ALERT TO DEVICES WHICH SUGGEST THE FORMATION OF DESIRABLE HABITS OF ORDERLINESS AND PERSONAL HYGIENE AND WHICH FURTHER CLASSROOM ORGANIZATION



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CHILDHOOD EDUCATION

For the Advancement of Nursery—Kindergarten—Primary Education

Vol. VII

NOVEMBER, 1930

No. 3

The Place of Creating In the Educative Process

WILLIAM H. KILPATRICK

Professor of Education, Teachers College, Columbia University, New York City

CREATING in education is nowadays much advocated. But if we listen closely we hear discordant voices. Some find a place for creation only in such as "art," "music," or "writing." Others would extend it much more broadly. Still others, more "scientifically" minded, tell us that only the few can, in fact, create,—possibly one-tenth of one per cent. The rest must be content with "appreciation" and "followship." But to this many will immediately object. When, further, we look into the schools we see that traditionally creating has no admitted place. In more modern schools it is advocated, but thinking about it is seldom clear and practice accordingly suffers. By and large, in spite of some lip service, creation is little sought and less got.

This situation challenges us, both to clear up our thinking and to make our practice conform. If practice is to go for-

ward we must answer, at least tentatively, some insistent questions. What does "create" mean? Is it properly limited to certain kinds of work or does it belong to all of life? Is it limited to the few or do all create more or less? What part does "creation" in fact play in life? Could a different education make it play a more

significant part? It is these questions in general, not probably all in detail, that we propose now to consider. Widely different answers suggest that widely different definitions may be at work. So here. The main effort will accordingly be devoted to a consideration

Do you believe in creative work? For everybody or only for the few? How much creation do your pupils show? Do you think of creation as a dainty accomplishment, the "latest thing" in education or as an essential ingredient in all educative activity? Do you strive in every possible way to increase creation among your pupils? Are you yourself creative? Are you a creative teacher or do you simply follow "The Course of Study"? Do you or do you not enrich your personal life by the creation you put into it? Do you really believe that creation is a worthy essential in the good life?

W. H. K.

of the meaning of the word "create".

Probably the word "create" came into our thinking from the first verse in the Bible and so meant to form out of nothing. Later the term was extended. The great artists and thinkers were said to "create". Being men, they used material to begin with; but the results were

so much above the majority as to seem mysterious if not divine.

Here we have a beginning. The ways of men we can study. What do we find? Is their creation limited to "art," "music," and "literature"? Or do we find it as well in statesmanship, generalship, invention, research? Do we not in fact find it present more or less in every realm where man has concern enough to achieve? And is such creation limited to the very few? Do we find the great ones standing quite apart from the rest of us, doing things the like of which we lesser ones cannot do even in smaller scale? Are they a different kind of being from us, so that they alone create and we can only imitate? Or do we all create, only in different degrees? Does not history in fact show one unbroken stretch ("distribution of creative ability") from Shakespeare or Beethoven or Einstein down to us, with everywhere each one in the line almost as creative as the one next above, no break anywhere to mark off the "creative" ones from the rest?

At this point some not liking the trend of discussion will rise to propose that we admit the distribution of ability in different degrees among men but limit the word "create" to the significant contributions to the world's store. Certain things could be said in favor of such a definition, but the other line developing above seems to promise better for helping education forward. We shall then first consider it further.

It was suggested above that "creating" extends itself more or less among all people and into all aspects of life. This line of thought we now wish to pursue. Possibly from it we shall reach a more satisfactory definition of the word "create", get light on the part creating plays when present, and consequently get guidance for education.

As it is life that concerns us, let us begin with biology and even with a lower animal form. Such an animal living in its "natural habitat" has its accustomed

ways of getting food, etc. Its life seems stereotyped. But let a sufficiently new situation present itself. The animal is stirred to effort. Three results are possibilities. The animal may "get used" to the new stimulus and henceforth ignore it, or he may succumb and die, or he may "master the situation" by responding in a novel fashion. If the latter, the new reaction brings or means a "corresponding structural change" (Haldane). Careful observation seems to corroborate these findings. Even a very low animal form may in the face of a novel situation contrive a (to him) novel response to meet the situation, and this response will abide as a structural change. These facts we may describe in two ways: the animal has "learned" a new response or the animal has "created" a new response. Note here that "create" and "learn" (the latter in at least one of its aspects) are made to mean the same thing. "Learn" thus becomes a more active and creative affair than most seem to think. Create is brought more lowly, if you will, but still means to make something that beforetimes did not (for the learner) exist. Old material may enter constitutively, but the result is something qualitatively new. For the learner (if not for the world) actual creation has taken place. The reader is asked, if he will, to reread this paragraph, and let the words "learn" and "create" assume more adequately (at least to try out) the new meanings here suggested.

Let us now move up the biological scale to human thinking. Life, if we look closely, is a novelly developing flux of events. Any event is in itself unique though within it we recognize familiar elements. We never experienced this event before. We cannot tell far in advance (less than a minute more often than more, my students recently judged) *just* what the next event will be. Some elements of the approaching event, yes. *Just* what in its *entirety*, no. But all the same we have to act, and for this we have to plan. Often our plans

work. Often they fail. It is a hazard. The greater the step, marriage for instance, the greater the hazard.

Now thinking (in any full sense) is the effort to grapple with this novelly developing flux of events in terms of what we have learned from the past. We may succeed, we often fail. Thinking is sizing up the moving shifting situation already here so as best to manage in the light of what is coming. Moreover I as a fully responsible person (in contrast perhaps with children, slaves, or prisoners) have to decide in matters significant to me my own course of action. If I try to shift the decision by seeking advice, I still have to decide whose advice to seek and then whether to follow it. If I decide to imitate my neighbor, it is still the same. The final decision I must make and in terms of my situation as best I can decide. Such a decision then is itself a "creation" in the same sense as the active constructive learning discussed above. I make it. Thinking like learning, in any full sense, is creative. And whether we call it "thinking" or "learning" or "creating", it is the same active constructive grappling with impending fortune to manage it to our ends. And this is life at the highest. It belongs to every person as such, but can be increased in each. Education exists to promote it. Now creating begets creating. As then creating is the essence of living at the best, so also is creating the essence of education.

But "learn" needs further study before we can leave it, especially in relation to imitation. To most people, including many educators, the learning process does not begin until the thing-to-be-learned is set before the learner as a copy to be imitated or a rule to be got or knowledge or skill to be acquired. There is something to be said for such a definition. It seems on the face of it to be the method of acquiring the racial inheritance, admittedly an invaluable endowment from the past. But clearly this conception of "learn" is markedly different from the

active constructive creative learning presented above. Can the two be got together? If the answer be no, then we have a dualism in education. Some learning comes passively or imitatively (let us say), while other learning comes "creatively". Dualisms generally give trouble, especially to the weaker (whether in age or ability or social fortune). Let us see if we can reduce this apparent dualism to a difference of degree, a question of more or less.

Begin with a skill, say learning a golf stroke. The professional shows me his swing, even explains it in detail. I try and fail. Mere imitation does not suffice. I have to do some contriving myself. He may show or suggest, but I have to do the contriving. In short, taking my existing stock of habits and skills I "create" a movement new to me (and, believe me, mine is never exactly his). Without his help, however, I had done less well. What I do is thus part "creation", part "imitation". But the same thing is true of Shakespeare. Supreme creator that he was, he profited still by what others showed him. No man can create out of nothing. Always there are things that suggest. It begins to appear that there is a creation-imitation scale. At one end the greatest possible amount of creation in proportion to imitation. At the other end the reverse, the least possible amount of creation in proportion to imitation. With all gradations in between. Even Shakespeare shows greater creation at times than at others. Many of us would be glad to reach his lowest. Somewhere in this scale each act belongs.

Even in learning such things as $7+6=13$, there appears to be some creation present. Some children are mentally too young to "sense" the numbers. Clearly then a learner is not merely passive, he has a part to play requiring a degree of maturity, that is, a degree of effectual intelligence. But intelligence is in general defined practically as the creative grappling with a difficult situation. Certainly an actual "creative"

element is present and the same holds of "sensing" the relation between $7+6$ and 13. Again is a certain mental maturity necessary. That is, this relation cannot be really learned without the exercise of something best conceived as "creative ability." Lack of space forbids further argument, but it seems most probable that every learning, however pronounced the imitation, has in it, some personal exercise of "creative ability." We seem warranted in giving creation a place in every learning activity.

Well, what of it? What difference does it make? Much every way. Education takes on a different life and spirit. Some things may be said specifically.

1. We cease in caste system fashion to divide mankind into two separable groups, those who create and those who do not. All create to some degree. Those who fall below a certain amount are institutional cases. All who properly go around loose have to create every day and much of the time. Crossing a busy street is one very simple instance. I have to make my plan on the spot at the time. Driving a car is another illustration, again of low order to be sure, but still it quite definitely illustrates the need of a continual creating. Higher up is giving a dinner party. To do this successfully requires much of creating. Any conversation worth the name is another instance. Creating is a necessary element in life.

2. Still further, it appears in general true that the more of creation we can put into life (other things being equal) the richer it is in satisfaction, and satisfaction of a kind by best consent called "higher". If this be so, then it becomes our business as educators to try to bring into each person's life as much of creation as possible. Here is where we wish a different aim and content to school and education. Making the home beautiful would be an excellent instance for the new adult education. Making the home

happy may perhaps also be accepted as a proper object of creative study.

3. This is to give up the idea that creative work is confined to such as making pictures or composing music or writing. That these are *among* the supreme instances no one would deny, but wherever there is a difficult and complex situation to be met significant to man there is also opportunity for worthy creative work. So far as concerns school, everything proper to go on there has its possibility of the creative in it. This is not to say that we expect a different multiplication table, but that multiplication will be learned creatively and put to use creatively in many pupil enterprises. Nor need this outlook deny a proper place to "drill" (or better, practice)—after creative work has brought the need. But creation we shall seek in season and out. We shall measure our success largely by the amount of creativeness that emerges in all that is done. Along with creativeness we shall seek the integration of personality. These two stand together helping each other and quite opposed to the ordinary subject-matter achievements. To stress subject-matter in and of itself, especially as measured by centrally administered standardized tests, is often, perhaps generally, mis-educative, hurtful both to creativeness and to the integration of personality.

4. And we shall cease to think of "appreciation" as confined to "art". Only after we have extended the latter term can we accept the unique connection. Appreciation does attend each successful attempt at creating, and this is life, the life good to live. If we think of art as the honest and sincere effort both to face meaningfully each of life's situations and to contrive (create) the best possible answer to its demands, then with this larger conception of "art" we shall say appreciation should attend it and we shall hope to bring it as an enrichment of life more and more into all we do.

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A Unit of Work with Foods

RUTH G. STRICKLAND

First Grade Training Teacher, State Normal School, Bellingham, Washington

WE have the problem of foods perpetually with us in the Training School because fully two-thirds of our children stay at school for lunch. This means that from the time the children enter First Grade they have the daily task of choosing a good lunch from the menu sent out by our school cafeteria. The ordering of lunches requires very careful supervision because many of the children have well established likes and dislikes. Any work that the First Grade can do in the way of teaching children to select foods wisely is a contribution both to the children and to future grades.

group to harvest in the fall. We had pumpkins to save for Jack-O-Lanterns and so many carrots that we prepared them in various ways for our lunches and sold some to our friends. That left onions, squashes, potatoes, and cabbages in the garden. Many of the children wished to sell all of these products because they did not care for them and did not wish to eat them. They were enthusiastic over cooking, however, and wished to do more of it. This seemed a good time to attempt to develop a taste for a greater variety of vegetables by preparing them in different ways to see if



THE ANTICIPATION OF PLANTING, BELLINGHAM, WASHINGTON.

This particular unit of work grew very naturally out of our interest in our First Grade garden. The children who planted the garden in the spring planted a variety of vegetables that were ready for the new

there were some which we could enjoy. The possibility of doing more cooking seemed to be the factor that influenced the decision.

Since we were to do more cooking it

would have to be done in our own room and the children wanted a real kitchen. We set to work to build one in our work room. We used four sheets of wall board eight feet long and four feet high for the walls, framed them with two-inch wood strips, and hinged them together at the corners. A light post was fastened in each corner with hooks to make the structure more solid and to provide a means of attaching shelves. We cut windows and a door, put shelves along one entire end, and a long, low workshelf on one side under the window. We painted the kitchen in ivory and jade green. We covered the kitchen table with green oilcloth and made dainty curtains for the windows, hung our yellow and green oilcloth aprons beside the door, and put up a rack for towels. A two-burner electric plate made a good stove. The Domestic Science department supplied us with dishes and cooking utensils, and we were ready to cook. The children decided to each bring ten cents to start a kitchen fund with which to make necessary purchases at the store.

We prepared one dish for our luncheon each day for a time. The children divided into groups for the cooking. Each group eagerly waited for its next turn. Enthusiasm was fully as great for washing the dishes as it was for the cooking and serving. Thirty children handled dishes of good quality for more than a month without a disaster. We were very proud of that fact.

We prepared a large number of simple vegetable dishes and then became interested in milk dishes and in a variety of other foods. These were some of our favorite achievements:

creamed carrots	pumpkin tarts
cabbage and carrot	cocoa
salad	junket
potato and onion	potato candy
soup	apple sauce
cranberry jelly	

We also made butter, using a small glass churn.

We brought the work to a climax on

the day before Thanksgiving with a Thanksgiving luncheon party. We invited the friends about the school who had helped us with our work. The children wrote the invitations to the eight guests, wrote the menus and the place cards. They made green candlesticks to hold yellow candles and arranged the flowers. The tables were correctly and attractively arranged. The children planned the menu and prepared all of the food. Some of this work we had to do in the Domestic Science kitchen.

The interest in foods absorbed the major part of our attention during this entire period and led us out into other allied interests. There was great interest in choosing well-balanced lunches and increased interest in eating a variety of foods. The children grew visibly in power to assume responsibility. We acquired certain correct habits and responses at table and a great deal of poise in conversation. The social gain throughout was of great value. The outline which follows lists some of the subject matter interests which arose.

INDUSTRIAL ART

Building a kitchen

(Four walls of wall board framed about with wood, hinged together, hooked to strong corner posts, shelves and furniture added.)

Sewing voile curtains, crayoned designs. Planning and cutting oil cloth aprons in yellow and green, whipping edges with yarn.

Dying tape for apron strings.

Study of foods from farm, orchard, garden, dairy.

Source.

How transplanted.

Markets.

Preservation of foods.

Uses of products.

Food preparation

Studying recipes—making recipe booklet.

Preparing foods to cook.

Cooking.

Serving.
 Care of the kitchen.
 Care of dishes.
 Decoration of the kitchen.
 Setting of tables.
 Artistic arrangement of flowers and foods.
 Correct setting of table (dishes, silver, linen).

SOCIAL SCIENCE

Crops raised about Bellingham.
 Where grown.
 How transported to markets.
 How handled locally.
 How preserved for later use.
 Uses of products.
 Foods that come to us from a distance.
 Where grown.
 How grown.
 How transported.
 Local markets.
 Uses of products.
 Foods of other peoples.
 The food of primitive peoples.
 How it was used.
 Foods used by the early Indians.
 How procured.
 How prepared.
 How preserved for winter use.
 Foods used by the Eskimos in the cold North.
 How procured.
 How prepared.
 Foods used by the people of hot countries.
 How they procure it.
 How they prepare it.
 Harvesting of our garden products.
 Foods that grow underground.
 Foods that grow on vine.
 Leaf foods—cabbage, lettuce.
 Care of products.
 Uses of products.
 Study of other food products than those in our garden.
 Source.
 Production.
 Uses.
 Preservation of foods—canning, drying, etc.

Study of milk.
 Source.
 Care—Pasteurization.
 Distribution.
 Uses.
 Making of butter with small hand churn.
 Excursion to Darigold Creamery.
 Cooking.
 Preparation of foods for cooking.
 Cooking of foods.
 Serving.
 Planning a balanced meal for luncheon on the day before the Thanksgiving Holidays.

NATURE STUDY

Discussion of animals and birds and their food problems.
 Squirrels—How they store food and prepare for winter.
 Bees—How they store food for future use.
 Ants—How they store food for future use.
 Birds—Migration and food problems.
 Winter birds and the help that we can give.

HYGIENE PROBLEMS

Cleanliness in the care of food.
 Cleanliness of the kitchen.
 Preservation of foods.
 Refrigeration.
 Canning.
 Drying.
 Wholesome foods for children.
 Milk.
 Vegetables.
 Fruits.
 Planning a balanced meal for luncheon on the day before Thanksgiving Holidays.

ARITHMETIC

Building the kitchen.
 Measuring walls.
 Inches in a foot, using foot ruler;
 feet in a yard, using yard stick.
 Measuring windows and doors.
 Finding center of wall.
 Half of 4 feet.
 Half of 22 inches.

Half of 36 inches.
 Measuring boards.
 Use of yard stick and ruler.
 Cooking.
 Liquid Measure.
 Half pint and cup.
 Pint.
 Quart.
 Gallon (in butter making).
 Dry Measure.
 Cup.
 Weights.
 Pound.
 Half pound.
 Other measures.
 Teaspoon.
 Tablespoon.
 Fractions.
 Halves.
 Quarters.
 Thirds.
 Counting.
 Materials.
 Money.
 Estimating.
 Amounts—"more than," "less than,"
 "as much as"
 Temperature.
 Fundamental processes.
 Addition.
 Amounts of materials.
 Amounts of money.
 Subtraction.
 In handling of money and accounts.
 Multiplication.
 Multiplying recipe requirements.
 Estimating number of portions to
 be served.
 Estimating costs.
 Division.
 Portions in serving
 Apportionment of money costs.
 Money.
 Coins and their values.
 Dollars—paper and silver.
 Half dollars.
 Quarters.
 Dimes.
 Nickels.
 Fennies.
 Bills.

Orders.
 Banking.
 Keeping bank book.
 Making entries.
 Making deductions.

LANGUAGE

Discussions of all topics listed under
 Science.
 Social Science.
 Reading.
 Arithmetic.
 Art.
 Music.
 Hygiene.
 Plans.
 Records.
 Original dramatic play and dramatization.
 Original stories.
 Original verse.
 Practice in the use of forms of courtesy.
 (Language emphasis in all of this work
 was on enunciation, pronunciation, and
 diction.)

Written Work

Records of all work done (to be dic-
 tated by the children).
 Bills.
 Orders.
 Menus.
 Invitations.
 Notes
 asking for permission.
 asking for help.
 "Thank you" notes.

LITERATURE

STORIES

Here and Now Story Book—Mitchell. E. P. Dutton.
 The Dinner Horses.
 The Grocery Man.
 The Farmer Tries to Sleep.
 Once the Barn Was Full of Hay.
 Eben's Cows.
 Poppy Seed Cakes—Clark. Doubleday. Page.
 Sandman: Farm Stories—W. J. Hopkins.
 Sandman: More Farm Stories—W. J. Hopkins.

POEMS

I Live in a City—Tippett. Harpers.
 Cooking.
 Groceries.
 The Singing Farmer—Tippett. World Book Co.
 I Go A-Traveling—Tippett. Harpers.
 Freight Boats.
 Trains.
 Trucks.
 Under the Tree—Roberts. Viking Press.
 The Cornfield.
 Milking Time.
 The Hens.

Pathw
 The
 Child-
 Help
 Elson
 The

When We Were Very Young—A. A. Milne. E. P.
Dutton.
Market Square.
Rice Pudding.
The King's Breakfast.
Silver Pennies—Blanche Thompson. Macmillan.
The Potatoes' Dance.
Animal Cookies.

READING

Morning News.
Bulletin Board.
Recipes.

Bolenius Book I—Emma Bolenius.
Building a House. Houghton Mifflin.
Wag and Puff—Marjorie Hardy.
The Little Brown House. Wheeler Pub. Co.
Going to the Farm.
Surprise Stories—Marjorie Hardy.
Several farm stories. Wheeler Pub. Co.
Johnny and Jenny Rabbit—Emma Serl.
Making Candy. American Book Co.
Making a Pie.
Johnny Rabbit Works.
Child Story Readers Book I—Freeman, Storm.
Jack and Jane Make Butter. Lyons and Carnahan.
At the Farm.
Jack and Donald Ride the Calves.
In the Hay Mow.



THE REALIZATION OF HARVEST, BELLINGHAM, WASHINGTON.

Bills.
Orders.
Letters and Notes.
Chart Stories.
Records of study and of work.
Stories from Readers—related to unit interests.
Stories from supplementary books—related to unit interests.
Social Science material rewritten from World Book, Compton's Picture Encyclopedia, and the geography books—written in children's vocabulary.

STORIES FROM READERS

Pathway to Reading Primer—Coleman, Uhl, Hsieh.
The Little Red Apple. Silver Burdett.
Child-Library Readers Book I—Elson, Runkel.
Helping Each Other. Scott Foresman.
Elson Book I—Elson, Runkel.
The Sleeping Apple. Scott Foresman.

The Little Black Hen.
The Grocer.
The Children's Own Readers Book I—Pennell, Cusack.
The Bird's Eat-a-Bite Inn. Ginn and Co.
A Thanksgiving Turkey.
Babies on the Farm.
The Dutch Twins Primer—Perkins.
The Farmers. Houghton Mifflin.
Going to Market.
Out and Playing—Lucy Gage.
The Farmer. Mentzer Bush Co.
The Grocery Man.
Red Feather—Margaret Morocomb.
Fishing. Lyons and Carnahan.
Cooking the Fish.
Gathering the Corn.
Making the Bread.
Storing Food for Winter.
The First Thanksgiving.

SUPPLEMENTARY BOOKS

Sunshine Farm—Zoe Meyer. Little, Brown Co.
A Visit to the Farm—Read and Lee. Scribners.
The Engine Book—Read and Lee. Scribners.
A Book about Boats—Read and Lee. Scribners.
Good Times on the Farm—Dietz. Newson Co.
The Farm Twins—Perkins.
Work-a-Day Doings on the Farm—Serl.
Work-a-Day Doings—Serl.
The Story of Milk—Zirbes, Wesley. Keystone Co.

(Continued on page 150)

The Development of Oral Language In the Kindergarten

MAY HILL

Associate Professor of Education, Western Reserve University, Cleveland, Ohio

LEARNING to talk is one of the major achievements of the first two years of a child's life. Gaining such a mastery of language that it becomes a ready medium for the expression and acquisition of ideas is a goal every adult would like to realize. It is a far cry from the baby's first syllables, "Ma-ma" to an exposition of relativity. Yet those early stages in language development are the foundation stones upon which the whole structure of adult speech must be slowly and painfully built. The home, the nursery school and the kindergarten are the places where much of this building is going on and there is need for greater realization of responsibility for adequate building at this level.

The psychology of learning to talk is too long a process to discuss here but the interest of the psychologist in the early years of language development is significant for us who teach in the kindergarten. The psychologist reminds us that words are tools for defining and clarifying experiences and ideas, that language is one of the important indices of mental development and that the kindergarten is a period of enormous expansion in the vocabulary and the power of expression. This being so, teachers must define their objectives and methods in this field.

Obviously our goal is to have all children grow up into comfortably articulate adults. Isn't it absurd that any intelligent grownup should be unable to ask a question or voice an opinion in public without suffering secret and often visible anguish. Yet we know many such persons and we may suffer from that particular form of misery ourselves. With this in mind our first objective will naturally be:

1. To develop a mastery of oral lan-

guage that will make it a ready medium for the acquisition and expression of ideas.

To this general goal we will add corollary objectives:

- a. To preserve spontaneity of expression.
- b. To develop accuracy in the use of words.
- c. To develop the ability to carry a longer and longer series of ideas in mind.

The second important aim relates to form, namely:

2. In learning to speak, see that the child acquires a correct use of his mother tongue.

This, of course, involves pronunciation, enunciation and grammatical form.

3. Develop in the child an appreciation for and play with words that is basic to creative expression.

These then, are the three outstanding aims of our language work in the school: mastery of verbal expression, correct form, creative expression. By what methods may we hope to achieve these aims?

Here we turn at once to the psychology of learning and take our cues from the laws of readiness, exercise and effect. Now the readiness to talk is there beyond any question. The normal child has a native urge to vocalize that is conspicuous. Our first method then is to utilize fully the child's native urge to talk. This seems fairly obvious and yet the first crime the schools used to commit was to render the child as inarticulate as possible. Even now, in most kindergartens the proportion of spontaneous speech on the part of the child is relatively small as compared with the amount of talking done by the teacher.

The child's first speech begins, like Adam's in the Garden of Eden, with an overwhelming need to name things. On a walk your two year old says over and over: "Doggie, doggie! Horsie! Man! Girl! Kittie!" and varies this cataloging process with "What dat?" "What dose?" In his first use of books he repeats these same activities and the cataloging goes on beyond even Walt Whitman's achievements in this field. This, by way of digression, is your first method with foreign children. A five year old learning a new language is in this same stage of learning. He must learn names first. They are his first means of communication and the kindergarten teacher with foreign children should plan first of all many naming games for these children. Moreover, as with the two year old, she herself should speak slowly, distinctly and use many repetitions of the new word. For example, we took two tame woodchucks into the nursery school last week and this dialogue went on between the teacher and the children:

Child—What dose?

Teacher—Woodchucks.

Child—What dose?

Teacher—Woodchucks.

After some six or eight repetitions:

Child—What dose?

Teacher—Woodchucks.

Child—Woodchucks!

This finally came slowly but with clarity. Evidently, the many repetitions were necessary before the child heard the word clearly enough to venture trying it. This we should bear in mind in our work with foreign children: the necessity for naming things continually, for repeating the new word slowly until the child hears it clearly enough to say it.

As the child's mastery of labels grows he adds a few verbs, he talks increasingly but his talk differs markedly from adults' in that its primary purpose is not communication but is apparently largely experimental. Just as the child wriggles, kicks and crawls before he learns to walk;

so he cries in various ways, tries out syllables and later words and then verbalizes to himself before he arrives at any true mastery of communication. The Frenchman, Piaget, in his book "The Language and Thought of the Child" throws interesting light on this peculiar stage of language development. He recorded, verbatim, the speech of two six-and-a-half year olds and he calls this, the "Ego-centric" type of speech, where the child is talking purely for his own pleasure in talking and not with any idea of an audience, or an audience response. Piaget differentiates in this ego-centric speech (1) mere repetitions, (2) monologues and (3) collective monologues. Every kindergartner has met these. A little girl heard "Sing-a-song-of sixpence" for the first time and burst into laughter. "Say it again," she demanded, and would not let the teacher go any further until she had heard this several times. Then, throughout the day she murmured from time to time: "Sing-a-song-of sixpence" with an appreciative hissing of the "s" sounds. One of our three year olds astonished us last week by shouting suddenly: "What audacity!" apropos of nothing. This he repeated again and again with evident relish. It was a sound sequence his ears had caught from an adult conversation and his inflection as well as his enunciation were correct records of this particular sound pattern, but he used it obviously without meaning.

Now the wise kindergarten teacher builds on this satisfaction in verbal repetition. Verses and stories at the kindergarten level are comparatively few in number but are repeated over and over throughout the year until the child masters their verbal patterns. Verses and stories are chosen that use repetition effectively, hence the perennial popularity at the kindergarten level of the Mother Goose rhymes, the accumulative tales and the modern use of these old patterns in such stories as Lucy Sprague Mitchell gives us in the "Here and Now Story

Book". Moreover, aside from the literary use of repetition, the kindergarten teacher in her discussion periods will provide for a recurrence of newly learned words. A group of kindergarten children, after a thrilling visit to a railroad station and a real train acquired the new words: Pullman for sleeping car, parlor for "setting car" as one child had labelled it, dining car for eating car, et cetera. In the weeks that followed this vital experience, through the reliving of it in block work, wood work, dramatic play, painting and conversations these new words were substituted for the less exact ones and through repetition became habitual. So the child's natural liking for verbal repetition fits in perfectly with the law of exercise and the child learns linguistically through his natural love of repetition, guided by the teacher's awareness of its value.

The monologue type of speech recorded by Piaget is also familiar to kindergarten teachers. It is the child's verbal accompaniment to activity or it is merely his own pleasure in talk. Here is a sample, a verbatim record of a little boy taking toys from a shelf to the floor and manipulating them.

"Train! Train goin', goin', goin'; train stop.

Lambie! Lambie, lambie, lambie, lambie.

Here house, here lambie, lambie.

Blocks, here 'nuther block, here 'nuther block. Bang!" et cetera.

Now this monologue type of talk serves no purpose of communication and when it occurs in several children it is often exceedingly annoying to a kindergarten or first grade teacher. Yet the mere fact that it occurs there means that the child has not yet satisfied his need for verbal experimentation. Kindergarten - primary teachers should read Piaget's book if only to become aware of the significance of this type of talking. Remember it is exploratory in character and evidently satisfying to the child. Language mastery comes by means of this experimentation.

Piaget treated his results quantitatively and found, with his two six-and-a-half year old children, that this ego-centric type of speech comprised almost one half of their spontaneous speech. I suspect that the younger the child the larger this proportion would be, although we have as yet no figures to support this supposition. However, the moral is evident. For the kindergarten or the first grade to take children still in this ego-centric stage of language experimentation and render them comparatively inarticulate is undoubtedly to retard language development enormously. The readiness to talk young children have, the love of repetition is theirs, satisfaction in talking is theirs—the teacher, therefore, has only to provide opportunity for these tendencies to function, to guide them, and language development will take place normally.

The first element in teacher guidance should be to preserve spontaneity of speech in the school. This is easily done in our modern kindergarten where the self-directed activities of the children permit the natural accompaniment of talking and, I might add, this should be equally true of the primary grades. For instance, in the kindergarten such an absurd artificiality as whispering was long ago outlawed because natural talking between neighbors concerning shared interests is the normal everyday procedure. Another reason why spontaneity of speech is to be found in the kindergarten is because there is no such thing as a formal language period. Instead, language is the natural accompaniment of most of the activities of the day and organized discussion is not a language period but is the outcome of a genuine need or a vital interest. In such conferences or discussions the children gradually acquire the habit of listening to each other. So the habit of speaking in a group is acquired painlessly and inadvertently. Speaking freely in public is easily maintained because neither sarcasm nor ridicule is ever permitted. The child is never made conspicuous because

of his speech and has, therefore, no reason to be afraid to speak. Daily satisfaction in talking builds up a sense of security. Speaking in a group becomes as easy, as pleasant and as natural as skipping or block building with your friends.

Teacher guidance is also necessary in helping a child to develop accuracy of statement and interpretation. At the kindergarten level this begins here and there as the opportunity presents itself and develops slowly. To force it unduly is to kill spontaneity and joy in talking but the beginnings may be made in the kindergarten. Sometimes a question may be turned back to the child as in the case of a four year old who watched the frantic activities of the woodchucks trying to get out of their small traveling cage. "What they want?" she asked. "What do *you* think they want?" asked the teacher. "They like to jump," said the little girl, but she kept watching them. Then the teacher asked again, "What do you think the woodchucks want?" The child looked up quickly, "They want to get out," she said. With a five year old this would have gone farther. "Why do you think they want to get out?" would have brought the correct answer probably: "Because the cage is too small", or "They want to run". At the kindergarten level this generalization was offered by a five year old boy: "You mustn't hit dogs. That makes 'em bite you. You must pet dogs, then they like you." Such generalizations are the beginning of abstract ideas, and correct interpretation of experience is as essential as accuracy of statement. Here is another sample at the kindergarten level: A little girl said: "Mother and I planted seeds yesterday. Our tulips are blooming." Immediately the teacher asked: "When did mother plant her tulips?"

Especially is teacher guidance necessary at the kindergarten level in helping children to carry a longer and longer series of ideas in mind. This is a technique that is not easily acquired and too

much cannot be expected of the kindergarten child. Remember he is still in the ego-centric state of development. His talking is much like the "stream of consciousness" reported in certain modern novels. The five year old verbalizes whatever passes through his mind. Here is a sample:

Teacher: "Peter, you said you went to the country this week-end. Won't you please tell us about it?"

Peter: "We rode to the country with Uncle Dick. It was a Buick. Our car's a Pontiac. A Pontiac's better'n a Buick."

Interruptions from the children.

"Yes it is." "No it isn't."

Teacher: "But Peter, what about the country?"

Peter: "We stayed all night. I slept in a room with my uncle Dick. They got pigs there. They got a tractor," et cetera.

Now in this typically disjointed narration is the teacher's first clue to guidance. It is fatal to give a young child so general a theme as the country. In order to develop a connected narrative, the theme must be extremely limited. The teacher might have asked Peter: "What animals did you see on the farm?" In order to carry a series of events in mind, some organization is necessary. The simplest one is chronological: "What happened next? And then what did you do?" The second type is organization according to relationships as: "Jerry, you were telling us about your dog. Now you are talking about your roller skates. Let's finish about the dog first. Where does he sleep at night? What do you feed him?" So the teacher guides the child gently, being careful that the total experience is satisfying and that when all is said and done the child has enjoyed talking.

One last method for promoting language growth in the kindergarten is to utilize the child's natural interests as a basis for speech and to broaden those interests by rich experiences. The child who is bubbling over with the new bicycle he has just received must have the oppor-

tunity to talk about it, but the accidental experiences and interests of a group of children may not always be adequate or suitable for group development. It is the teacher's business then to provide group experiences so challenging, so rich in content that worth while group discussion will be inevitable.

An excellent example of this is a group of young teachers working with underprivileged children from foreign families. These teachers compared notes and agreed that the spontaneous conversation of the children was either unwholesomely lurid, or arid and dismal in its lack of content. Excited narrations of the latest raid, or funeral, or accident were frequent, but these children had no shared experiences pleasant enough to demand discussion. These teachers, therefore, planned a program involving an excursion or group experience every month. By excursion, they did not mean an apathetic walk round the school block, but a prepared journey to some definite place of interest such as: the zoo, the large down-town post office, a florist shop in the spring, the art museum during a special exhibit, the park after a heavy snow storm. Needless to say, these shared experiences were of tremendous interest to the children, there was a vivid return in handwork, dramatic play and art work as well as language. Discussions yielded rich factual content. Vocabularies grew amazingly, there was a keen desire to talk and occasionally there was a resultant bit of creative expression.

Here is an excerpt from the teacher's record of a whole day spent on the farm:

"The garden was a source of beauty that evidently appealed to their love of color, as the comments showed. 'So many flowers. Some purple, and some yellow right together. They look so pretty, ain't it.' 'Those colors are prettiest, I would like me a little house in all these flowers.' 'Look, the leaves are boats (water lilies), like our book in kinnergarten.' 'Where is the fairy that rides on it?' 'High ones, low ones, I love them all best.'

"Every day for the remainder of the school year some comment was made on the farm trip. The children were proud of the fact that each one of them had touched a horse and a cow. Some mornings, children would rush in crying, 'Oh, we saw a farmer bringing his wagon to town.' The general transportation problem was tackled for three days, and the next week many types of trucks were made, as well as many varieties of containers. The work of the horses, the use of the silo, the farm as the place from which our milk comes, were some of the subjects discussed.

"These words now played an important part in conversation: brook, creek, stalls, manger, plow, haystack, saddle, silo, haymow, team, harness. Two stories originated:

"'Once a girl was going down town and she met a horse. "Hello." The horse just went along, and the girl went along too. But the horse didn't go down town. He went to his home. His home was out on a farm. When the little girl got there she was tired and lost and she was crying. Then the horse felt glad he was home, but here was the girl. How could she get back home by dark? She kept on crying and the horse said, "Don't cry any more and I will take you home on my back." So the girl got on his back. The horse didn't run. The girl sat still till she saw her mother coming to hunt her. Then she cried loud, "Mama, Mama." And then she fell off. But she wouldn't falled off that good horse only she yelled so!'"

Our second objective in language development is really a part of language mastery, but because of its emphasis on form rather than mere speech-experimentation, we have stated it separately. It is to see that in learning to speak, the child acquires correct use of his mother tongue—correct pronunciation, enunciation and grammatical form. Of course, the first responsibility for this begins in the home. Many of our three year olds

in the nursery school speak with perfect clarity. On the other hand, others are not even intelligible. Baby talk should disappear by the end of kindergarten and the teacher should get the cooperation of the parents in working for its termination. Meanwhile, when a child talks baby talk never laugh at him, never make him conspicuous but work casually and quietly with him every day, not with the group but alone, if possible, giving him the correct form for the word he says incorrectly. Needless to say a real speech defect calls for a specialist.

When it comes to the public school problem of correcting impure diction and bad grammar, I confess the task looks almost hopeless. Within one public school kindergarten we may find an extreme Southern accent, the most aggressive "r" of the prairies, several varieties of foreign accent and every possible grammatical error of English "as she is spoke" by a mixed population. Standards for each grade level are impossible. Each teacher must use her ears and learn the speech idiosyncrasies of her group. If the kindergarten establishes or even practices "I saw" for "I seen", "I did" for "I done", "I came" for "I come" it is about as far as grammatical drill can go for five year olds. Incidentally, if your children have not these incorrect forms do not suggest them as did one earnest young teacher who was heard faithfully suggesting "I saw" for "I seen" to a group of children who had never even heard of the latter. The problem is to suggest correct grammatical form so casually that the child is not afraid to talk and yet takes on or tries the new form. Clear enunciation is best learned by imitation and we, as teachers, need to care as passionately about vigorous, beautiful speech as our British cousins do. Children have not only acute hearing but a keen ability to imitate. Hearing beautiful speech, they will tend to imitate it, if the model attracts them. Teachers, therefore, should clarify their own diction. Read poetry

aloud, especially read aloud the Psalms and listen to those full, sonorous lines and the sheer beauty of the words when spoken with full tonal value.

"The heavens declare the glory of God and the firmament sheweth His handiwork."

This demands clarity of diction and cannot help but improve one's speech as well as one's thoughts.

This brings us very naturally to our third and last objective, which is to develop a liking for, and play with words that leads to creative expression. This carries us back to our first point, namely, that children naturally experiment with words and with a little encouragement may easily fall into simple patterns. A twenty-two-month old went round the nursery school yard last week touching boxes and saying:

"Box
'Nuther box
'Nuther box
'Nuther box
'Nuther box
More boxes."

A five year old child drawing crosses at the end of his mother's letter to a beloved aunt accidentally made one with a long curly tail. He looked at it a moment and said, "This one is a mama kiss with wings!"

A kindergarten child returned from a delightful excursion that had included his first glimpse of daffodils and of Lake Erie. At the story-telling period he said he had a story to tell and delivered this:

"Once I saw a daffodil
Walking up a hill.
He was so tired, he sat down
On the tippy-dy-top of the hill.
He almost rolled into the lake!"

Do not expect Hughes Mearns results at the kindergarten level. Five year old children experiment with repetitions, sometimes they make an ending, more often they leave things up in the air. Often they try new words and show keen sensitiveness to beautiful or humorous

sounds. They adapt and combine elements from several stories and experiences into stories of their own. These again often run on endlessly and refuse to make an ending. Then suddenly from out all this spotty, hit-or-miss experimentation a fairly complete pattern may emerge. We are fortunate if we have one or two such experiences in a kindergarten year. May I close with a poem from a kindergarten child. Ursula was a five year old German child, just learning to speak English, but with a choice cultural background. Ursula modelled a baby's cradle

in clay. The teacher asked her to show it to the group and tell about it. Ursula lifted the clay cradle in her hand and said slowly:

"Came the dawn,
Came the sun,
Creeping to the cradle,
Waking the little baby."

Perhaps such a choice bit of creative expression will come your way in the kindergarten only once or twice. Certainly it will come rarely, but we as teachers need the listening ear to detect the first faint rustle of wings.

The Music Situation as It Confronts the Kindergarten-Primary Teacher

EMILY TODD BELL

Hollywood, California

DESPITE the vast amount of thought and effort that is constantly being directed toward ever new pedagogical methods, the subject of music remains one of the weakest links in the chain. The reason is not difficult to locate; to remedy it is another matter. With children beyond the primary grades, many of whom have learned to respond interestedly and fairly intelligently to music, the problem of the specially trained teacher is comparatively easy. Her part is simply to lead them on into constantly increasing powers of comprehension and skill—to care for the seeds that have already been sown.

But here let us confine ourselves to the child of kindergarten-primary years. The situation is such that to have a special teacher for music is impractical in many ways. Here music should be spontaneous. It is not to be reserved for a formal period but should be offered whenever a fitting occasion arises. Any activity can be enriched if associated with a music experience such as a song, an apropos instrumental selection for listening, or phy-

sical response. The originating of simple one or two phrase songs by the teacher to fit a particular child activity helps to create a happy spirit and links music with the daily experience. The problem therefore can be most successfully handled by the regular teacher who is ever-present.

She must feel keenly her responsibility in the development of the musical mindedness of the generation in her hands. To quote Froebel: "Within the pupil is the consciousness of music and the teacher's part is to stimulate the awakening of that consciousness."

The measure of her success will depend largely on her personal attitude toward music. If she herself has once yielded to its charms, once felt its vitalizing power, she will unwittingly impart to her group something of its joy and inspiration. Unless such a spirit does prevail, very little benefit from the music experience is to be reaped. This condition, important in every phase of kindergarten-primary activity is absolutely essential in music which depends for its reception upon a thoroughly satisfactory emotional state.

But while her enthusiasm is so necessary, it must be supported by at least a fairly substantial musical background. No matter how keen may be one's musical sensitivity, it needs to be guided along specific lines. And just here is where many a well-meaning teacher, both active and prospective, falls down. (Aside from the all too frequent lack of adequate instrumental skill is that of ignorance in the field of musical literature as a whole.) When this situation exists she should take it upon herself as a duty—but what a delightful one!—to broaden her horizon through acquaintance with representative works from standard composers—Mozart, Beethoven, Schubert, Schumann, Mendelssohn, Chopin, Grieg will gladly become warm friends with those who seek to know them. All have written much in simple, beautiful language, compelling equally to the small child or sophisticated connoisseur.

Music appreciation for the early school years resolves itself into two main types—(descriptive and lyrical.) Of the former, poetic selections covering a wide range of interest abound. Nature has ever been a theme for beautiful musical thought. To mention only a few:

Woodland Sketches	McDowell
Sea Poems	McDowell
March Wind	McDowell
Rustling Spring	Sinding
In the Forest	Staub
To Spring	Grieg
At the Brook	Boisdeffre

Animals too, have come in for their share in inviting artistic expression. Saint-Saens in the "Carnival of Animals" (of which the *Swan* is perhaps the most familiar excerpt) whimsically portrays characteristic qualities of each. Birds and insects have not been forgotten as the following will testify:

The Birdling	Grieg
The Butterfly	Grieg
The Butterfly	Lavalle
Butterfly Etude	Chopin
The Bee	Francois Schubert

Song of the Lark	Tschaikowsky
Hark, Hark, the Lark	Schubert
Le Coucou	Daquin

Real life and play activities, too, have been elevated into realms of the artistic. The Spinning Song Mendelssohn
The Spinning Girl Raff

In the Nutcracker Suite—Tschaikowsky delightfully reflects the spirit of the fantastic characters.

Dancing Doll	Poldini
Musical Snuff-box	Liadow
Shepherds Dance	German

The Little Shepherd of Debussy is an exotic bit as are those included in his "Children's Corner."

Fantastic creatures of the imagination over attractive to young or old come to life in:

Scherzo in E Minor	Mendelssohn
Overture from Mid-summer Night's Dream	Mendelssohn
Dance of the Gnomes	Liszt
March of the Dwarfs	Grieg
Elfin Dance, Op. 12	Grieg

Among the purely lyrical type of composition are countless gems of beauty. Dance forms play a large part here. Of great charm are:

Minuet from Don Giovanni	Mozart
Minuet in A	Boccerini
Gavotte in A	Gluck-Brahms
Gavotte	Glazanow
Waltz in A Flat	Brahms

Splendid yet simple examples of other lyrical forms are found in:

Serenade	Schubert
Nocturne E Flat	Chopin
Lullaby	Brahms

The procedure for helping the child to ever increasing enjoyment and understanding of music involves two primary functions. First to give him the experience of hearing much material, rich in content and well within the range of his powers of comprehension. This precludes its being based largely on his sense experi-

ence.

Second, to stimulate him to respond while ever leading him on toward a truer, surer grasp of the music's real import. This calls for close observation and careful guidance of the child's mental processes if his thoughts and feelings are to flow into logical sane channels.

The singing of songs to the child is productive of good results. Jingling rhymes intoned, songs of Mother Goose, of nature, of home, family, or community activities are sure to awaken active responses because of their familiar appealing subject matter.

A good song of such type or a lovely instrumental piece would doubtless be well-received at most any time, but ordinarily more potent is the effect if correlated directly with the child's immediate activity and interest. The perennially enjoyed piece of McDowell, illustrating the story "Of a Tailor and a Bear" as likewise "In a Clock Store" by Orth, for instance, lend themselves readily toward making more vivid the situation in hand.

The use of pictures illustrating stories or moods of selections to be heard are a direct aid in helping the child sense the musical feeling. For example "Spring Dance" by Struck is effectively used with music inspired by Spring, such as mentioned above; "The Woman at the Spinning Wheel" by Millet in connection with the "Spinning Girl" by Raff.

Dramatization of a musical story or physical response to a definite mood inspired by dancing raindrops, spring zephyrs, autumn winds, whirling, scurrying leaves, etc., aid greatly the imaginative play and rhythmic feeling.

The teacher, to insure the child's further active listening checks up by indirect suggestion and pertinent questions: "What does the music say? How does it make one feel? Happy or sad, restful or energetic? Why does it make one feel so? Because it is loud, soft, quick, slow, smooth, jerky, high in pitch or low?" If the child is free to respond bodily to these

terms, they will soon come to be something wholly meaningful to him.

The singing of short phrases of melody just heard is both useful and enjoyable as an aid in pitch discrimination and tonal memory. Further thought-provoking questions as "What instruments are playing? Where does the violin leave off and the flute begin?" If a point has been missed, repeat the part illustrating it several times if needed until the child grasps it. Let us not deny anyone the joy of discovery that lies close at hand.

The actual handling of an instrument which has just been heard and experimentation with its peculiar tone is sure to meet with enthusiasm. If the actual article be not available the showing of its picture is next best.

Through these various means the child gradually gains skill in focusing his attention along specific lines. A corresponding quickening of his emotional and intellectual nature obtains.

Again may it be said that it is of paramount importance that these musical concepts be drawn from the child if he is to feel them to belong to himself. The adage "That which is imposed from without is useless" is nowhere more applicable than here.

Standardization and accurate estimation of pure musical results are of course impossible beyond a certain point. However, if each child has responded to the extent of his capacity, there can be no question but that he has absorbed immeasurable elements of beauty which will continue to unfold as his experience with this magical force broadens—rhythm, melody, and poetry, the embodiments of music will increasingly become part and parcel of his fundamental being.

Apart from the musical end, of no small moment is the growth of desirable thought and behavior reactions that readily carry over into other activities and situations. Not least of these is learning the joy of sharing pleasurable experiences with others.

ARRANGEMENT OF EQUIPMENT AS IT AFFECTS THE SOCIAL ENVIRONMENT OF THE CLASS-ROOM*

ADELAIDE T. ILLMAN

Principal, Illman Training School, Philadelphia, Pennsylvania

BEFORE confining myself to the four walls of a school-room in this discussion of the significance of arrangement in objective environment and its effect on social attitudes, I have a great desire to skip about a bit in space with my subject. It may sound somewhat frolicsome to this dignified audience but let me call your attention to the fact that the idea of "arrangement" has a very wide application and a very deep significance to us as dwellers on this planet.

Perhaps the fact that I recently had the delightful experience of hearing Dr. Shapley, Director of the Lowell Observatory at Harvard talk about the arrangement of stars in the universe has widened my conception of the term. I confess that I was most deeply impressed with the importance of the relationship of these dwellers in space one to the other and of the consequent interacting influences which such relationships set up among them.

Think of discovering a new star which never before had been visible even to the telescopic eye by calculating the "pull" which the invisible body was exerting on another visible one and making the visible one behave in an extraordinary fashion! However, I would become a mere unstable nebulae were I to attempt to talk astronomy to this enlightened audience, so I shall hasten earthward and see if somewhat similar conditions are found on our own old earth.

What does arrangement of our objective environment mean to us in our ordinary life? What effect does it have upon us socially? What is the significance to us of the "pull" of objects in our environment? Are we like the stars subject to mental and emotional fluctuations because of the presence of certain objects or because of the arrangement of those objects in our environment? One can answer in the affirmative with a high degree of safety and one needs but to sit down in any room

in his own house and "sense the equipment of that room to prove the truth of the statement. For upon doing so one's space sense immediately begins to clamor for attention and makes audible remarks;

for instance, in regard to the number of objects in relation to the floor space. Have too many things crowded into the room and is the result oppressive and stuffy? Or is the other extreme true and does a sense of bareness give us a feeling of solitude and loneliness? Or are too many similar objects grouped together and is there too much sameness of color? Have we, therefore, neglected the need for variety of kind and color and as a consequence does our room give us a feeling of drabness, of life as a dull affair anyhow?

Perhaps these few homely illustrations will be sufficiently significant to emphasize the fact that arrangement does function heavily at any rate in our everyday home-life.

But you are probably wondering why I am not by this time in the school-room

EQUIPMENT AND ITS ARRANGEMENT

The choice of equipment and its arrangement determine the environment of the classroom. It must satisfy the teacher's point of view as to appearance and efficiency, must be developmental for the children, and the necessary expenditure must be justified to the administrator.—*Editor.*

* The three articles on Environment and Equipment are papers given at the Memphis meeting of the International Kindergarten Union.

and busying myself with arrangement as it relates to school-room furniture and supplies. Perhaps I can justify my rather long introduction by reminding you that "Education is Life" and that it must, therefore, be based on the great principles that control living. This was the slogan of the recent splendid Superintendents' Convention at Atlantic City. It is obvious that one of the most important phases of an education that is conducted in the spirit of life is the idealistic phase, so why not pull a principle or two down from interstellar space where man's imagination has always seen visions? Moreover, education must also be practical because life is practical. Why then not take the tried

At last we have entered the school-room and our subject takes the familiar form of "organization" which is to be applied to the particular phase of the objective materials of the class-room keeping in mind the fact of the social reaction of children to a concrete environment. Let us be very practical and discuss briefly a few of the ordinary and taken-for-granted objects of a Kindergarten or Primary class-room to see whether or not their arrangement gives the right or wrong social "pull."

Let us begin with the setting or background of the picture and discuss briefly light and color as they play their part in the game called "school." And then



SECOND GRADE ACTIVITY GAMES. SECOND GRADE. ALEXANDRIA AVENUE SCHOOL, LOS ANGELES, CALIFORNIA

principles of every-day life into the school-room as working schemes of procedure? Perhaps I have justified a rather long introduction.

we can fill in our setting with the furniture and supplies that are the taken-for-granted tools of education.

The discussion will not aim to be tech-

nical. It will not measure and weigh. It will merely aim to use the yard-stick of common sense and the pound-weight of a teacher's ability to appreciate human values in her class-room.

Have you ever realized how light can affect you emotionally? Have you ever felt blinded or confused when you entered a room that was over-lighted or wrongly lighted? Have you ever had the irritating experience of watching a lecturer wandering about a brilliantly lighted platform as he expounded great thoughts to you? Were you uplifted at the end of the lecture or were you exhausted? And yet how often we expect our children to work in just such a blare of light without being confused or irritated or having their little learning processes burn less brightly, if the learning process can be said to "burn." Picture to yourself some of the old-time school buildings with their long narrow windows reaching skyward and the light from them glaring down upon the children from all sorts of angles! Think of the needless eye-accommodation that must go on and of the eye-fatigue at the end of the day! What can we do about it? Cretonne part of the window! Let the children make the "drapes" themselves! With a bit of drapery you can make any window "behave" as you wish. You can shorten it or lengthen it or widen or narrow it at your will and as your pocket-book commands. And moreover you can certainly avoid placing yourself near those windows when the children are as a group attending to you.

And color in a school-room? I wonder if we realize what it means? Why has "brown" enjoyed such a long pedagogic career? It certainly is not a stimulating color nor is it even restful. I fear it has been esteemed because it can stand the inroads of time and decay without showing the coatings of germs and dirt. But I am hoping that "brown" has had its day and will gradually be retired with a pension. Certainly the kindergarten has

brought usurpers into the fold of color, for we find soft greens and blues and pink-grays covering the furniture with a most attractive and soul-satisfying effect. Indeed I know a school-system situated near Philadelphia in which the children choose the colors for the furniture and, as the teacher knows how to apply paint and to help the children do it too and as the "powers-that-be" believe that the time spent is well spent in that education is more than teaching the three "R's" and meeting the standardized tests each month. The rooms of that school-system are a joy to enter and I am sure that the atmosphere of the class-room is in some subtle way more aesthetically satisfying and indeed we might even say more spiritually harmonious than it would otherwise have been. Of course, I have a suspicion that I am not sticking to my topic of "arrangement" when I talk of the effect of color nor am I confining myself to "background" when I discuss furniture but I shall hope to divert your attention from such lapses by stating that I certainly take my hat off to the teacher who can work cheerfully and efficiently in a room full of screwed-down brown desks arranged in the usual severely striped pattern! I believe that Boards of Education should give her additional salary for working under such a handicap. Of course, she can do some things to relieve the situation and she should do them for her own soul's sake. I have seen some of those conventional school-rooms—which are also usually heavily black-boarded—much relieved by touches of color placed in the right spot. Perhaps a frieze of colorful paper or a stretch of colored denim might cover up some of the black-board space. Or the library table might be painted a bright color and placed in the psychological spot. But why multiply illustrations! Each room has its potentialities and each teacher must make the most of any possible opportunity to escape the deadening effect of a class-room in which

the physical environment is colorless and uninspiring.

The arrangement of supplies in a class-room is really a very important topic as it plays an important role in the creation of desirable emotional and social attitudes. A "cluttered" class-room is not only not a thing of beauty but it is or can be a stimulus for all sorts of harmful impulses. Most criminals come from homes where lack of order prevails and the teacher must seize the opportunity of supplying an orderly environment for as much of the day as the child is in her care. "A place for everything and everything in its place" should be held as almost a sacred maxim by every teacher. The "place" can be provided largely by the teacher at little expense, for even little children can make crude equipment such as library shelves. There is very little excuse for inattention to the second part of the maxim, i. e., "everything in its place." In fact I feel quite severe and critical in my mind toward the teacher who neglects this opportunity for training in civic virtue. The kindergarten teacher has been aware of the importance of the "clear-up" time for many years and has worked faithfully upon the setting up of habits and attitudes which will make for a desirable property sense. I am not sure that the grade teachers have attacked the problem in the right way. The right way is, of course, to make the children themselves responsible for the appearance of the room because it is their own room in which they work and play during most of their waking life and ownership in that room is a privilege as well as a responsibility. In my estimation the establishment of these attitudes is a duty which no teacher dare shirk. The best way to secure them is not by a compulsion that will lead to an unwilling performance of a duty

but by an appeal to a sense of service which has as its essence the idea of the comfort and happiness of the group as a whole. Is this not the basis of democratic living? I believe that we have the opportunity right here of doing our bit toward making the world safe for democracy. For democracy is a practical affair after all, although it rests back on an intangible attitude of mind. Perhaps you will pardon me if I call William Penn to my aid by giving you his definition of the democracy which he hoped to establish in Pennsylvania. He said:

"An ideal democracy is one in which a sense of public duty and an altruistic spirit fills the mind, heart and wills of the individuals in it."

Am I then talking too airily when I say that we are working for the establishment of an ideal democracy when we create an attitude of willing service in our class-room? I think not.

Let me summarize then by restating with all the emphasis that I can muster that the objective equipment of a class-room becomes almost "live" material in the hands of a teacher who teaches with soul as well as mind and body. Hers is the task of setting the stage with the ordinary class-room "things" as her stage properties. If she "arranges" them well she will awaken in her child-players the attitudes that will help them play their parts so splendidly that their future lives will always bear the impress. If she uses them ill, she will fail to meet a responsibility that would have brought peace and happiness to herself as well as to the children under her care. Let us hope for a teachership that will not fail to accept joyfully the privilege of helping little children to live fully, richly, beautifully while they are children. We need not then fear for the citizenship of the future.

ENVIRONMENT AS A STIMULATING FACTOR IN THE KINDERGARTEN PRIMARY GRADES

FLORINE HELEN HOWES

Rochester City Normal School, Rochester, New York

IN the educative life of little children today, we find that the stimulating environment of the Kindergarten First Grade has brought activities and experiences, to children that make their school and home life meaningful and interesting. Through the kindergarten environment, little children are responsible members of the group, sensitive to their duties and obligations, which also gives them attitudes that are consonant with thoughtful, cooperative ideas of citizenship.

The environment is teeming with materials which stir the child to vigorous action, challenging his present powers, yet

within reach of reasonable endeavor. These materials are also suitably varied, so as to bring allround and continuous growth.

Of course a variety of materials alone will not make an environment. Rather the emphasis should be upon the pupil's own creative use of them. The selection of these materials must be made with definite intention of leading into concepts, generalizations and principles, which give meanings to life. The aim of a truly educative environment is not understanding alone, but understanding based on experience, plus the child's own creative and free approach to materials.

The teacher in this environment must



SECOND GRADE DUTCH EXHIBIT, ALEXANDRIA AVENUE SCHOOL,
LOS ANGELES, CALIFORNIA

meet the challenge of keeping the classroom orderly in general appearance and arrangement. She must be wise in the organization of situations so as to call out desirable responses, and make them satisfying. She must know little children, anticipate their needs, enrich and clarify their ideas through providing group experiences, pictures, songs, poems, and information. Her responsibility is to make the classroom an attractive, orderly, and a healthful workshop where all tools and materials are accessible to children for their creative self-expression. The environment must present life likeness, reality, and childlikeness. The wise teacher will ask herself, "Do these materials lead to the growing appreciation of social and industrial forces of life around these children?" "Does the manipulation of these materials carry the children on in the direction of scientific thinking?"

In the educative environment, the child carries on activities of maintaining home and family life. These activities bring into play, blocks and boxes for building the play home, clay for dishes, cloth for doll clothes and curtains. In his experimentation, the child discovers characteristics of materials and ways of adapting them to his needs. He learns proportion and size through observation, in connection with his varied experiences. Excursions to a house under construction aids the young builders.

Certain activities requiring the use of specialized tools are localized. Hammers, chisels, planes and saws have a definite place, and for the return of all tools each child is responsible.

The environment provides various mediums which best express the child's feelings. The quiet corner where a child can paint at a large easel equipped with large brushes, a handy box of paints, large crayolas and a supply of bright colored paper for poster cutting, plasticine and soft clay are mediums for the child's expression.

In connection with the self-expressive

work of children there comes the free oral expression established as contacts grow wider with the best the environment can offer. As his creative power in activities grow, the child acquires a more ample, more definite, more accurate vocabulary. New terms, phrases, expressions grow out of new experiences.

In the atmosphere of successful work and play experiences, real expression and joy may come through music. Creative song is the expression of feeling thought or idea and because it is truly the child's own, it should be encouraged. A simple experience, thoroughly enjoyed brought about this creative song from a group of kindergarten children:

"It was an orange pumpkin
Filled with tiny seeds,
We made a Jack O'Lantern
And washed the seeds for beads."

Probably 25 original songs followed about experiences, showing that music appreciation can be made fuller, richer by song expression. The toy band, and victrola, and rhythmic play centered about group activities and "hearing of good music by local talent, strengthens this sensory period in the musical side of child life.

Most schools provide "built in" places for pets for short visits of the rabbit, hen and chicks, guinea pig or canary. The responsibility of providing for the comfort of the pets, and the close observation of the animal's habits are a part of child life. Plants and the school garden provide children with the joy of "owning a growing thing." Field trips and visits to the local greenhouses supplement their daily care. The children learn through contact in their gardening experiences about local flowers, hollyhock, aster, etc., and vegetables. They raise for their pets, carrots, lettuce, beans, etc.

Thus, by sharing useful labor, children create their own environment, show great pride in orderly arrangement of work well done, express satisfaction in sharing ideas and joy in working together.

EQUIPMENT — AN ESSENTIAL FOUNDATION

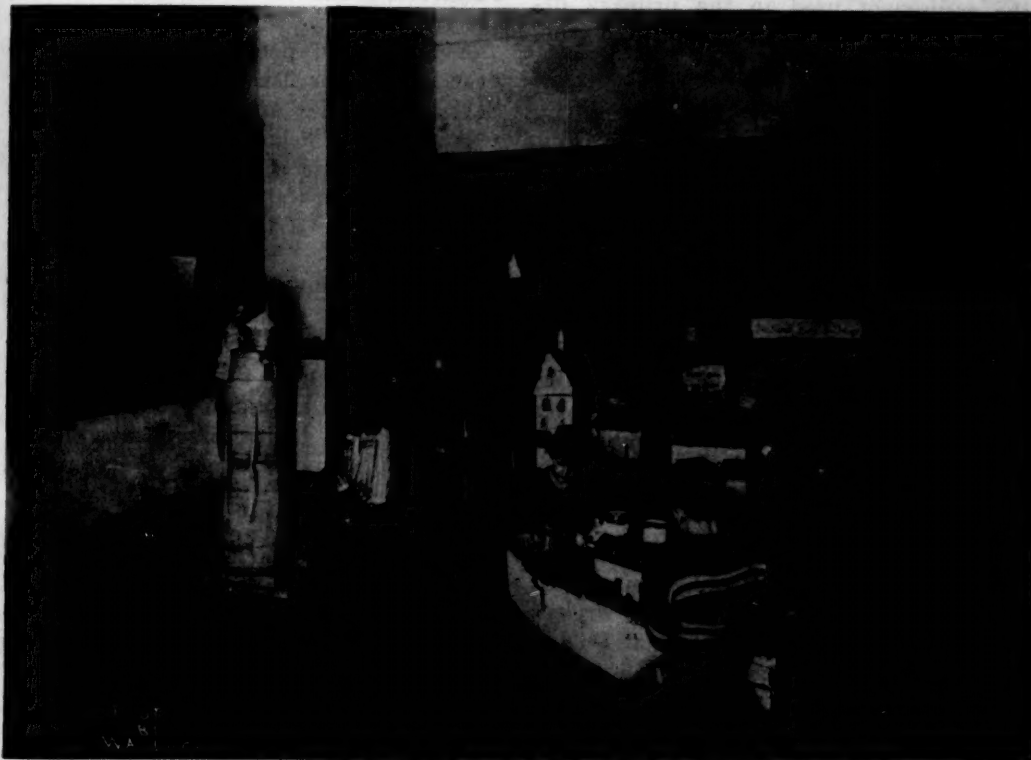
VIRGINIA ZILLIER

Kindergarten Director, Shorewood, Wis.

A CHILD loves to go to school. He loves it because it gives him a feeling of importance and a place in the general scheme of things. School is the first absorbing interest outside the home. Unfortunately, it is often the child's first contact with other children of his own age and interests.

fitted to their small bodies and planned to meet their particular needs.

It is from this angle of material things that we first approach the child and his development. His self-centered interests are captured by his surroundings, and through them, are led to wider interests and to the desire for the companionship



A SECOND GRADE TRANSPORTATION UNIT, GRAND RAPIDS, MICHIGAN.

However, the primary interest of a child just enrolling in school is not other children. The companionship of children is of but secondary importance beside the new field for activity and play. School provides an almost bewildering field of adventure, a world created for little children,

of other children. It is the problem of the schools to provide equipment and surroundings which will lead a child most naturally to those experiences which will fit him for his life among his fellows.

It has been my privilege to plan and purchase the equipment for the two kin-

dergartens in the school in which I teach. I am a kindergarten teacher in Shorewood, Wisconsin. The village of Shorewood, which is a suburb of Milwaukee, is a new and rapidly growing community, founded by people whose interests center about their children and their schools. The schools are beautiful and are equipped in keeping with the best thought in present day education. My study of equipment is based upon my practical experiences with it and it is of this practical knowledge which I have gleaned that I am going to talk.

I believe that a brief outline of some of the equipment used in the primary department would be of interest to you. The equipment of the four year kindergarten follows.

The tables are small, suitable for two or three children, and have dark green linoleum tops. The chairs are Thompson Posture chairs, and have ten-inch legs. Both tables and chairs are finished in walnut to match the woodwork in the room. The library corner has built-in book-cupboards and a hexagonal table. Splint bottom chairs lend an interesting note to this corner. The low sand table has a wooden cover made in three sections. This cover has several holes bored into it to allow air to pass through the sand at all times. Two double Hill-Mathias easels are used for fresco painting.

This kindergarten has a set of University blocks with some additional odd-shaped blocks, such as angles and arches. A Schoenhut wooden train, a set of Schoenhut wooden animals, a small coaster and several small trucks, form an added incentive to block building.

The wood-working material includes two carpenter benches, each equipped with a large drawer and two steel vises, together with an additional hardwood table to be used for pounding, glueing, or painting, a cupboard for lumber storage, steel saws, well-made hammers, and braces with complete sets of bits. Every child has a small locker in which he may store his unfinished work or keep his private possessions.

A large bay window at one end of the room is used as a home corner or doll house. The space is divided into four rooms by means of partitions made of sheets of veneering three feet high and two feet wide. These panels are fitted into standards made somewhat like the corner blocks in the Hill set. Some of them contain openings for windows. These partitions may be taken apart or re-adjusted, and are finished like the woodwork in the room. The rooms include a living room, dining room, kitchen and bedroom. Each is furnished with well-built furniture, enameled in colors suitable for the room.

A large tiled pool elevated above the floor is used for fish or for sailing boats. Several ferneries and an aquarium provide additional fields for nature study.

The gymnastic apparatus consists of a five-foot slide, a walking beam, and a combination giant stride, turning bar and ladders.

The equipment of the kindergarten for five year olds is similar to that of the kindergarten for four year olds except for the differences made to accommodate this older and more advanced group. All furniture such as tables, chairs, sand table, easels, and carpenter benches are higher. The tools include a chisel, a plane and coping saws. In addition to some University blocks, this kindergarten has a set of Hill blocks, as well as a number of odd-shaped blocks made by the carpenter. The gymnastic apparatus includes a combination trapeze, swing, rings and chain ladder.

The equipment of the primary grades advances in natural sequence from that used in the kindergartens. Each teacher has been allowed to have a voice in the selection in order that she might have materials best suited to her particular methods of teaching. This lends an air of individuality to each room.

Some rooms are equipped with tables like those used in the kindergartens, while others have movable desks with adjustable seats. Both types of seating lend them-

selves to informal arrangement. All rooms use the small tables as a center for reading and study groups. Each room has a round library table, chairs and a book-rack. These are enameled in bright colors, and in some cases, have been built and painted by the children. The first grades are provided with Happy Builder Blocks. These blocks are somewhat like the Hill set, but are more difficult to manipulate. All rooms have a sand table, easels, and have access to carpenter benches and tools, as well as aquariums and other nature study equipment.

As my experience in the primary grades has been rather limited, I do not feel qualified to discuss reading charts, printing devices or any of the more technical equipment of these grades.

The general school equipment includes many things useful to the kindergarten and primary grades. Extensive material for visual education is being provided. A school library furnishes a field of reference material as well as numerous picture and story books. All rooms are connected with a central radio. Two playgrounds are equipped with slides, jungle gyms, giant strides, trapeze, see-saws, turning bars and a variety of swings.

My experience in working with the equipment I have outlined, has taught me to keep several points in mind in the selection of new material. Equipment if defined to us as, "All things in the school room which last more than two years." Necessarily, anything that is to last more than two years must be well constructed. Tables and chairs are most satisfactory when built of hard wood and finished in keeping with the woodwork. This finish is usually stain or varnish and will wear for some years without becoming shabby. Enameled furniture is attractive and colorful but does not wear well. It may be used for the library corner and in the playhouse to add color and variety to the room. Frequent changes in color are desirable, for this furniture, and the teacher or the children may easily repaint it at a small cost.

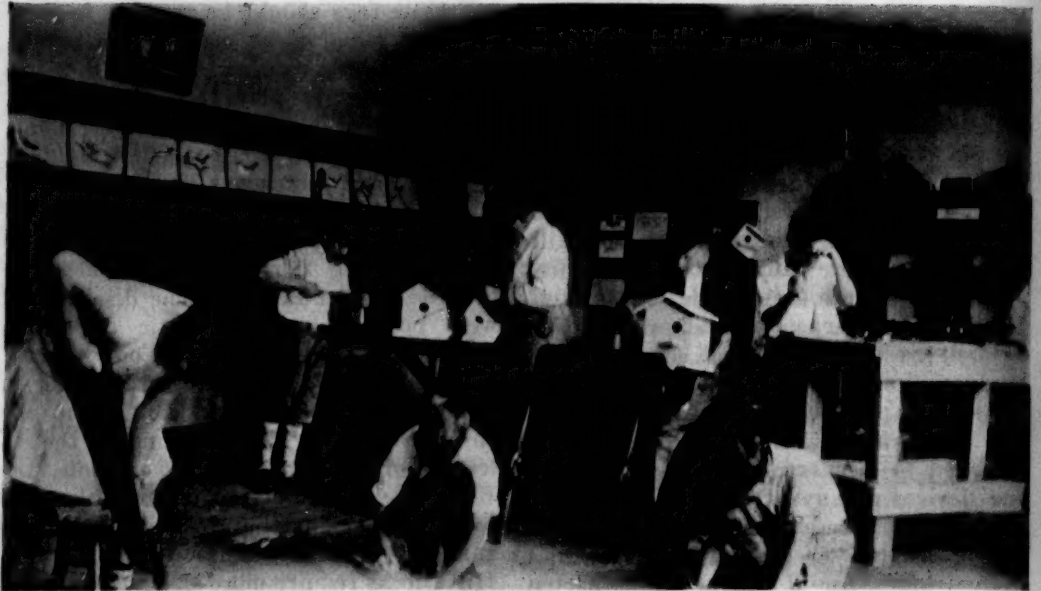
Fragile toys should be avoided because frequent replacement makes them expensive in the long run, and because they are unsatisfactory as play things. However, I believe that a set of pretty, breakable dishes in the doll house teaches children to prize their possessions and to be proud of the ability to care for them.

Tools should be well constructed. Sharp steel saws and fairly heavy hammers are best, because children become discouraged with poor tools. Gymnastic apparatus should be built of metal, not only that it may last longer, but because it is safer.

The age, interest and ability of the children must be kept in mind in the selection of equipment. For example, the University Blocks provide for simple as well as individual building and are more suitable for the youngest children. The Hill Blocks require more skill in manipulation and encourage group work. These blocks are suitable for older children, and the still more difficult Happy Builder Blocks appeal to a yet more advanced group. Then again, the youngest children have coaster wagons, while the older ones use wheelbarrows which require balance as well as strength. This development might be traced through gymnastic apparatus, as well as all types of equipment to show how each may be graded to fit a stage of development.

No matter how little money may be allowed each year to be spent upon equipment, vision is necessary in the selection. Cheap, showy things, as well as those which are fads, should not be considered. Only those which have stable value and lasting qualities should be selected, and the merits of each piece should be carefully weighed before it is purchased. Even an unsympathetic school board will listen to the requests of a teacher who has an interest in the future development of the school, and a foundation of knowledge and facts to govern her choice.

If I were to select that part of my equipment which is the most stimulating factor in the room, I would choose the home corner or doll house. The bright,



MAKING BIRD HOUSES, RALEIGH, NORTH CAROLINA.

interesting furniture and variety of toys appeal to the youngest children upon their entrance into school. This natural situation helps to bridge the gap between the home and the school. Here, however, comes the added factor of sharing things with other children. Everyone in the kindergarten has an equal right to play in the doll house. This leads to more organized play, families are formed with a mother, father, children, a cook, a nursemaid and a laundress. Play at doing things soon leads to the actual doing, dishes are washed and the clothes are washed and ironed.

The older children who do not care to spend as much time in dramatic play in the home, are interested in making things for it. Curtains may be sewed and decorated, rag rugs woven, pictures painted for the walls, and additional furniture such as lamps, telephone stands, radios, tables, etc., may be built and painted. In fact, all of the furniture might be con-

structed and painted by the children. This common interest provides an excellent field of training for group cooperation, as well as cultivating a sense of individual responsibility. The doll house affords a natural background for training in social customs and usages, for an idea of color combination and design, as well as other innumerable phases of education.

Good equipment is necessary to good work. It is the foundation upon which the teacher may plan the development of her children. She may do good work in spite of a lack of equipment, but good tools will add much to her possibilities of accomplishment. No teacher should be any more content with poor equipment than a surgeon would be with dull instruments. She owes it to her children, to her school and to herself to make every effort to obtain the best type of materials and to use them to the fullest extent of their possibilities.

Indian Project

An Indian village at the County Fair stimulated a group of children to play Indian. Pictures, books, songs, and Indian trinkets were brought in to stimulate and sustain the interest. Each child contributed to the making of our Indian village which gave opportunity for self-expression through all industrial and fine art materials. The children's pictures, pottery, costumes, beads, canoe paddles, tom-toms, and rugs as well as their play dramatizations expressed their keen appreciation for Indian life. Oral and written experiences and incidents showed growth in vocabulary and organization.

An excursion to the park, dressed in Indian suits and blankets, made the Indian life more real. We built a fire, toasted bacon, ground corn, shot arrows, and danced a war dance to the tom-tom accompaniment.

An original Indian program in the Early Elementary Assembly culminated the interest.

MAE THAYER McALEER,
*Washington School, 2B Grade,
Kalamazoo Public Schools,
Kalamazoo, Michigan.*



The Second Grade Enjoys the Chippewas

FLAVIA T. BARENSCHEER

Chicago Teachers College, Chicago, Ill.

OUR Indian study came as a follow-up of our transportation unit. We had traced back to pioneer travel, which naturally led us into a discussion of Indian trails and canoes.

Since we live in the vicinity of the Chippewas' old hunting grounds, we confined our study to woodland Indians, adopting for our own a tribe of Ojibways, namely Ji-shibs people.*

It was not long after our first reading of this story that we decided to have a village in the sand table. We had been collecting pictures of wigwams, canoes, methods of cooking, etc., and these were displayed about the room. So after some discussion about the wigwam, we cut out a trial one of paper which we later used as a pattern. It was decided that brown cambrie at 15 cents a yard could be used for making the wigwams. Accordingly, a chosen committee went to the store and bought enough for the group. Each child making a wigwam then secured nine sticks, of about 6 inches in length, for poles.

In the meantime Chippewa picture writing came up for discussion. The children were tremendously interested in this idea of making signs to mean certain things and soon became conversant with the meaning of a number of them. They decorated their wigwams with the sign of lightning, of the four winds, of welcome, of mountains, and so on, using the bright orange and red colors, as well as black.

Soon a village of Indian habitations sprang up, which in turn called for native villagers, the Chippewa River, where Amicons, the beaver, made his home, and later a lake, beside which the summer village was always set up. Canoes made of birch bark, sewed together at the ends

with raffia and braced with reed, appeared on the lake and floated on the river.

Small dolls bought at the five and ten cent store, and dressed in chamois, became Ojibway tribes people. Their faces painted with iodine, the dolls took on a decided red-skin appearance. The children made the costumes of chamois, pieces of which were also procured at the five and ten cent store. The chief of the tribe wore full head dress, while the braves wore one or two feathers, fastened behind by means of a head band. The jackets of the braves and the dresses of the squaws, the tiny moccasins, as well as the head bands were ornamented with beads in true Indian fashion.

Further reading on the part of the children revealed other necessities in the life of the woodland Indian, such as the hunting lodge, which was erected in the forest, as temporary shelter on long hunting expeditions; a sweat lodge, a rack, made of forked branches, for the drying of meat, pemmican for winter use, pestle and mortar for grinding maize, and many others.

After several weeks of study, interspersed with the foregoing construction activities, we visited the excellent Indian exhibit at the Field Museum. Here the children saw accurate representations of the woodland modes of shelter and activities, as well as the very different types of shelter used by Indians of the Southwest, and of the plains. They discovered that the kind of place in which the Indian lived determined largely the kind of shelter he made for himself, and the kind of food he ate.

A large replica of the Plains Indian tepee, seen at the museum, fired these young Indian enthusiasts to erect a tepee,

*Jenks—The Childhood of Ji-shib, the Ojibway.

"big enough for us to get in", as Junior exclaimed, in the school yard. The accompanying picture shows them, dressed in their costumes, putting the finishing touches, in the way of Indian designs, to the tepee. During the time when the dolls were being dressed, the children had expressed a desire to make costumes for themselves. They spent a number of happy hours in planning, in estimating the amount of material needed, and finally, in making the dresses and jackets of brown cambric.

We felt that through our study we had gained some knowledge and understand-

ing of a most interesting people, as well as an appreciation of their arts and crafts. Latent creative abilities were called forth by the experiences of planning, making, and decorating costumes, in erecting the tepee, in the drawing and painting of original pictures inspired by the project, in the writing of original stories, and in the arranging of the wigwams, dolls, canoes, etc., into what was to the children a real Indian village. Perhaps most important of all were the desirable attitudes of give and take which developed from the free interchange of ideas and activities, prevailing throughout.



THE SECOND GRADE CHIPPEWAS, CHICAGO TEACHERS COLLEGE

A Canary, a Guinea Pig and a Goldfish Come to School

HELEN R. GUMBLICK

Kindergarten-Primary Supervisor, Denver, Colorado

Dear Boys and Girls:

Edward said you wanted Billy to come to school for a few days. I am sending him today, but I'm afraid he won't sing for you because he will feel strange.

Yours truly,
Mrs. BROWN.

BUT Billy did sing the very first day he came to school, much to the delight of the beginning first grade children who wanted to have him visit their room; and, if you had stepped into this room, you would not have been surprised that Billy felt like singing immediately.

Billy, Mrs. Brown's little yellow canary, was only one of the pets that had been brought to the first grade room since school began in September. Besides him there had been a guinea pig, a white rat, a goldfish, a rabbit, a cat, and a dog. Each pet had stayed at school a day or two and had been cared for and studied by the children. These pets had been the inspiration for reading charts, made up of sentences composed by the children and used to teach words and phrases. They had furnished the subjects for art work

and suggested songs and poems to be learned.

The day Billy arrived at school this room was most attractive. On the bulletin board were announcements of particular

interest to the children, such as "We are going to have visitors today. What would you like to do for them?" and "Mary brought some carrots for our rabbit." There were cuttings representing the children performing their health chores. The charts containing the reading lessons about the pets that had visited the room were on display. These charts were illustrated with bright colored pictures cut or drawn by the children and arranged artistically on the charts. On the blackboard in

manuscript writing done by the children were such phrases as "Please, will you," "Dear Mrs. Brown," "Thank you," and "We will take care of him," all of which they would need in writing letters to mothers or neighbors asking the loan of a pet or for food to feed one already borrowed.



TERRE HAUTE, INDIANA.



RALEIGH, NORTH CAROLINA.

In the window ledges and on little tables were animals, modeled in clay, representing the pets they had studied. Then there was the work bench which had facilitated the making of cages, houses, and feeding places for the pet visitors. This bench gave every evidence of constant use.

Long before the last bell rang, most of the children were in the room occupying themselves in various ways. The monitors placed crayon and erasers at the blackboards, arranged tables and chairs, got out books to be used, and changed the day and date on the calendar. Some children went to the library table and read, a few wrote at the blackboard, some gathered in groups about the reading charts and read to each other, while others got paper and scissors and cut. Everyone seemed to have a definite purpose and was absorbed by it.

After the last bell rang and general greetings had been exchanged, the children brought their chairs to the front of the room. They talked about the work for the day based upon what they had done the preceding day. Then they read the notices on the bulletin board and decided they would like to read some of their stories, recite some of their poems, and sing some of their songs for the visitors. They had a song or poem for every pet that had visited them. Here are some of these stories, poems and songs:

Stories about the pets, composed and illustrated by the children, and used as reading lessons.

"This is Jack.

He is a guinea pig.
He came to school.
We gave him lettuce.
We gave him carrots.
We gave him water.
Jack likes our school."

"We have two goldfish.

We named them.
The big one is Shining Star.
The little one is Twinkle.
We take care of them.
We give them food.

We give them fresh water.
They are happy."

"This is Whitey.

He is Virginia's cat.
He came to school.
We gave him some milk.
He drank his milk very politely.
He played with a ball.
He looked at the goldfish.
Whitey liked our school."

"We have three white rats.

Mr. Dale gave them to us.
We named them Snowy and Pinky and Frisky.
We give them food and water every day.
They wash their faces.
They take a bath.
They are happy in our school."

Poems used with Pet Project:

Guinea Pigs—James Whitcomb Riley
Rhymes of Childhood
Bowen Merrill Co.—1894—Indianapolis.

A Fairy Went A'Marketing—verses about the bird, the goldfish and the mouse—Rose Fyleman,
Fairies and Chimneys.
George H. Doran Co.—New York—1920.

Puppy and I—A. A. Milne.
When We Were Very Young.
Dutton and Co.—1924.

I Like the Kitten of My Friends—Mary Carolyn Davies.
A Little Freckled Person.
Houghton Mifflin Co.—Boston,—1919.

The Canary—Rose Fyleman.
The Fairy Flute.
George H. Doran—New York—1923.

The Bird and the Fairy—Rose Fyleman.

Has Anybody Seen My Mouse—A. A. Milne.

When We Were Very Young.
Dutton and Co.—1924.

Songs used with the Pet Project:

I Love Little Pussy.
Pussy Cat, Pussy Cat.
First Year Music—Hollis Dann.
American Book Co.—1914.

The Kitten and the Bow Wow.
Six Little Puppies.
Two Little Fishes.
Small Songs for Small Singers—W.
H. Neidlinger.
G. Schirmer—New York—1896.

The Goldfish.
University School Music Series—Book
One.
Damrosch-Gartlan-Gehrken.
Hinds, Hayden, & Eldredge—
1923.

The Canary.
Songs of a Little Child's Day—
Emilie Poulsson and Eleanor Smith.
Milton Bradley—Springfield—
1912.

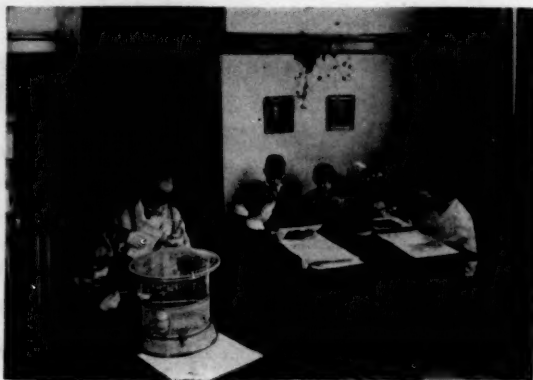
This interesting activity, based upon children's pets, was carried on from the first of the school year to the Christmas holidays with a group which had come from kindergarten in September, 1929. These children came from a district where there are many Spanish Americans and others having language handicaps.

Practically all the reading, literature, language, music, art, hygiene, and penmanship needed grew out of this interest. The culmination was delightful. For their Christmas proj-

ect, inspired by their work with the pets, the group decided upon a toy shop. A framework was erected from pieces of wood. It was large enough to permit the entrance of several children or adults at one time. There was a door and a display window. The framework was covered with large sheets of green newsprint. Committees of children put up counters and shelves. They made a money drawer, toy money, and signs to use in the room and about the building to advertise the sale of toys the week before Christmas holidays began.

They started out to make toys representing the tame animals they had had at school; but shortly someone suggested the making of elephants, camels, monkeys, bears, and dolls, so quite a menagerie in toys developed. They were beautiful, and we say beautiful meaning just that. The toys were made of clay, wood, or paper. Much attention had been paid to the characteristic form and coloring of the animals represented, and the children took great pride in making them as good as possible. All were mounted so they would stand, and they were painted most attractively. The dolls were made to represent the members of a family. There were father dolls, mother dolls, big brother and big sister dolls, and baby dolls. The children decided what each toy should cost, and the prices ranged from fifteen cents to one dollar. Neat little price tags were made and put on each toy. Storekeepers

and clerks were chosen on the basis of their ability to make change with the toy money and their politeness to customers. The shop was completed a week before school closed for the holidays. Every time a person came into the room the children



LOUISVILLE, KENTUCKY.

asked if they might play store. The visitor was conducted into the store, shown the toys, asked if he didn't wish to buy, given toy money in a pocketbook made by the children, and urged to select toys to buy.

After one of the first customers had selected two toys, paid for them, and stepped out of the store, a little tot sidled up to the teacher and said, "Mrs. —, she won't really take them toys home, will she?" The customers had been instructed to leave their purchases on the teacher's desk as they left the room, but this child was not convinced the toys would be left.

The last day of school all of the toys were taken to a day nursery in the neighborhood and presented as this room's Christmas gift.

If every child could come directly from the kindergarten into such rich experiences for his first few months in the first grade, the problems of adjustment between these two levels in the child's development would disappear and learning to read and write would be a pleasure.

Here are some of the reading lessons, poems, and songs connected with the toy shop:

Stories told to the children.

The Little Engine That Could.

My Bookhouse — Volume One —
Olive B. Miller.

The Bookhouse for Children —
Chicago — 1920.

Mrs. Santa Claus.

For the Children's Hour, by Carolyn
Sherwin Bailey and Clara M. Lewis.

Milton Bradley Co. — Springfield,
Mass. — 1918.

The Choice.

More Mother Stories, by Maud
Lindsay.

Milton Bradley Co. — Springfield,
Mass. — 1925.

Christmas Story, by Gertrude Smith
from Arabella and Araminta.

The Story Teller's Book: Alice
O'Grady & Frances Throop.

Rand McNally and Co. — New
York — 1912.

Santa Claus' Helpers.

The Kitten That Wanted To Be a
Christmas Present.

"Tell It Again" Stories, by E. T.
Dillingham and A. P. Emerson.

Ginn and Company — Boston —
1911.

Songs used with the Toy Shop.

The Gingerbread Boy.

The Fairy Folk.

Jolly Santa Claus.

The Favorite Doll.

Santa Claus.

First Year Music — Hollis Dann.

American Book Company — New
York — 1914.

Aeroplane.

My Kiddie Car.

My Teddy Bear.

Down the Chimney.

Universal School Music Series —
Book One — Damrosch-Gartlan-Gehr-
kens.

Hinds, Hayden & Eldridge — New
York — 1923.

Composed by the children and sung to
the tune of "See Saw, Margery Daw".

"Here are Toys,
Beautiful Toys

Made in our own little Work Shop.

Dolls for the girls,

And Drums for the boys,

For sale in our own little Toy Shop."

Stories about the Toy Shop composed
and illustrated by the children and used
for reading lessons.

MAKING OUR TOY SHOP.

We are making a Toy Shop.

The boys made the framework.

We all helped with the walls.

They are made of green paper.

We have one door.

We have two show-windows.

Now we are making our toys.

We are working hard.

We are very happy.

THE GILPIN TOY SHOP

Come to our pretty Toy Shop.
See the Christmas tree in the window.
Walk through the little white door.
Look around on every shelf,
Choose a toy to please yourself.
Do you like our Toy Shop?
We do! We do!

Poems used with the Toy Shop.
Toyland
from the Long Beach Course of Study.

The Sugar Plum Tree, by Eugene Field,
from the Eugene Field Book.

Charles Scribner's Sons—New York
—1898.

Through a Shop Window, by Eleanor
Farjeon
from Come Christmas.
Frederick A. Stoke Co.—New York
—1928.

December.
Work Wanted.
Our Christmas Tree.
It Must Be Fine to Stand and Sell.
Annette Wynne.
For Days and Days.
Frederick A. Stoke Co.—New York
—1919.

A UNIT OF WORK WITH FOODS

(Continued from page 123)

A Day with Betty Anne—Baruch. Harpers.
Bobby and Betty at Home—Dopp. Rand McNally.
Everyday Doings at Home—Seri. Silver Burdett.
Primary Cookery—Industrial Arts. Educational Service.

PICTURE BOOKS

Johnny Crow's Garden—Leslie Brooke. Frederick Warne.
Johnny Crow's Party—Leslie Brooke. Frederick Warne.
The Chicken World—E. Boyd Smith. G. P. Putnam's
Sons.
The Farm Book—E. Boyd Smith. G. P. Putnam's Sons.
The Country Book—E. Boyd Smith. G. P. Putnam's
Sons.

WRITING

Orders. Bills.
Recipes. Menus.
Labels. Posters.
Records. Invitations.

Notes

requesting help.
asking permission.
"Thank you" notes.

MUSIC

SONGS

Singing Time—Thorn, Coleman. J. S. Day.
Baking Apples.
Apple Tree.
Market Man.
In the Orchard.
The Gingerbread Boy.

Songs of Childhood. Ginn and Co.
Churning Song.
The Baker.

The Music Hour (Teacher's Edition)—Messner and
others. Silver Burdett.

Where We Get Our Bread.
Planting Rice.
The Grocery Store.
Harvest Song.
Animal Crackers.

The Music Hour (Kgn., First Grade Vol.)—Messner
and others. Silver Burdett.

The Baker's Shop.

First Book of Songs—Foresman. American Book Co.
Baking a Cake.

Song Devices and Jingles—Eleanor Smith.
Apples. Lothrop, Lee, Shephard.

Making Cranberry Jelly for the Thanksgiving Basket

BESS STINSON

Kindergarten Supervisor, Campus Training School, Western State Teachers College,
Kalamazoo, Michigan

IN keeping with a custom of the school each room prepared a Thanksgiving basket for some family. The kindergarten children were planning what should go into theirs.

Betty said that her mother would make some jelly for the basket.

Immediately Ruth suggested, "Couldn't we get cranberries and make some jelly here in the kindergarten. That would be fun."

Baking cookies, cooking pumpkin and making cocoa for the Hallowe'en party had been so much fun, they welcomed similar experiences.

The next day we assembled the necessary material. One group washed the molds and carefully cleaned the tops, then scoured the pot all ready for use.

Another group washed the cranberries, adding a cup of water.

The berries popped as they boiled which delighted the children. Everyone had a turn at stirring.

A third group was chosen to strain the juice and add the sugar.

We tested the jelly to see when it was done.

Finally it was ready to pour into the molds. There was much satisfaction expressed by the children such as

"Isn't it pretty?"

"I know it will be the best jelly anybody ever made. Miss———(to the supervising teacher) Let's eat a little of it ourselves. Are we going to give all of it away?"

The next morning our jelly was cold and we all agreed a good job. Phyllis: "My mother puts parowax over the top of her jelly. Are we going to put any over ours?"

Teacher: "It does keep it fresh, Phyllis. Shall we children?"

We did decide to melt parowax and pour it over the top. Phyllis chose two children to help her do the job.

The mothers were very generous with their contributions to the Thanksgiving basket. But the children declared their jelly was the best thing we sent.

As they wrapped each mold in tissue paper and tucked it in, Mary Alice, her face wreathed in smiles of satisfaction, said, "Won't they be glad we thought about making this jelly?"

For flowers that bloom about our feet,
For tender grass, so fresh, so sweet,
For song of bird, and hum of bee,
For all things fair we hear or see,
Father in heaven, we thank Thee.

For blue of stream, and blue of sky,
For pleasant shade of branches high,
For fragrant air, and cooling breeze,
For beauty of the blooming trees,
Father in heaven, we thank Thee.

Emerson.

Play Space for the Toddlers

MARGARETTA WILLIS REEVE

President, International Federation of Home and School; Chairman of Committee on Recreation and Education for the Preschool Child, White House Conference on Child Health and Protection*

One of the greatest problems which city mothers have to face these days is that of finding safe play space for their children. The problem of the little preschool child's outdoor play is especially acute, for most cities, until very recently, have not been awake to their responsibility in this matter and have not made special provision in their playgrounds for the toddlers. As a consequence, the older children use all the play space for their games, and the younger children, absorbed in their small affairs, are literally bumped and jostled out of the way.

Throughout the country, however, cities are beginning to recognize this problem and to include even the babies in their park and playground programs. In one southern city, for instance, the park department has provided a shallow wading pool for the exclusive use of the preschool youngsters.

Other cities provide sand boxes and such things in shady corners of some of their parks, and a few here and there are installing play fields with complete equipment in miniature.

But the provision of play space in some distant park or playground is not enough, for busy mothers may find the journey too long and too expensive to take very often.

In one of New England's industrial centers the problem has been, at least partially, solved by the use of portable playgrounds which visit different parts of the city on stated days during the summer months. On playground day a side street in the district to be visited is closed to traffic. Slides, teeters, swings and other simple pieces of apparatus are set up by the park department. The festivities proceed under the capable direction of two recreation supervisors who travel with the playground.

Since this work is carried on during the vacation period, children of all ages come to join in the fun. Those who are old enough to play group games do so, but the play supervisors are careful to see that these games do not encroach upon the activities of the three- and four-year olds who have been brought out for their share of sunshine and fresh air.

The street playground idea is, of course, not

new. Many cities have taken advantage of roped-off side streets as a cheap way of providing play space in the heart of thickly populated regions of the city. "Block parties" for older children and impromptu wading parties, by courtesy of the fire department, have come to be a familiar part of the summer scene in many of our larger cities.

Lately, however, the wisdom of street playgrounds has been questioned by some of the teachers who have been carrying on school safety campaigns emphasizing the danger of careless street crossing and play. Children, according to these observers, have not the judgment to distinguish between the times when a street is officially a playground and the times when, having resumed its official status as a street, it becomes a danger spot.

Last year more than a hundred thousand children were hurt while playing in the street, but the heaviest mortality occurred among the children under five years of age, a group which is not reached by safety campaigns or cared for by school playgrounds, so it would seem that safety education must begin in the nursery.

If we are to keep children from playing in the street we must plan other outdoor play space. Where shall we find play space for children, how shall we equip it, what leadership shall we provide, how much can we afford to spend on upkeep, and whose duty should it be to provide these things for our children?

These are some of the questions which are being studied by one of the sections of the White House Conference on Child Health and Protection. The reports and conclusions which will be presented by this group when the Conference meets in Washington next November should be of interest to parents and city officials alike, for as Secretary Wilbur said not long ago while addressing a preliminary meeting of this section, in his official capacity as chairman of the White House Conference: "Recreation used to be the privilege of going in swimming on Saturday afternoons, but now we are beginning to realize that it has a far deeper meaning than that—for we know that good citizenship is part of the harvest gathered from recreation."

*Release from White House Conference.

The Baby's Friendships

HELEN T. WOOLLEY

Director, Institute Child Welfare Research, Teachers College, Columbia University; Committee on the Infant and Preschool Child, White House Conference on Child Health and Protection*

ONE of the most valuable contributions of the nursery school to the life of young childhood is the opportunity which it offers tiny children to form friendships with children of their own age outside their immediate family.

In the past we have thought that the normal human relationships for young children were those with adults. The kindergarten age of about five years was accepted as the youngest age for an interest in other children and the forming of friendships.

Nursery school experience, however, has taught child psychologists that children of only three or four years are capable of forming friendships with each other and that the experience is not only a joy to them, but is extremely valuable to their social adjustment and mental well-being in later years.

The value of friendships for adults, older children and adolescents is well recognized. Any well rounded, efficient adult life derives much of its stimulation from friendships. For adults, friendships are a close second to family relationships in determining both success and happiness. Indeed the same qualities which help to make satisfactory friendships are necessary for successful family relationships and essential to happy marriage.

But where do adults get their capacity to make friends? The ability to make friends, like the ability to live fruitfully with the family, has a long history of growth and development.

It is, of course, improbable that the individual friendships formed by children of three and four years will be lasting. The moving of residences and changes in family social contacts make three-and four-year friendships usually a brief ex-

perience. What may last, however, is the understanding of what it means to have a friend, and what some of the obligations as well as the joys of friendship are.

I have known competent and professionally successful adults who regarded friends merely as social pleasures, like a good theatre or concert. For such a person, as soon as a friend began to be in any sense the source of obligations for effort or for financial aid, the friend was discarded. The friend then ceased to perform his recognized function.

For most of us such a standard of friendship seems socially very inferior. We should dislike to see our own children growing up with, or living by, such a concept of friendship. As in other realms, the establishment of standards and concepts of friendship begins young. A little child who finds out that the keeping and enjoying of friends involves generosity and consideration and a vital kind of social cooperation, is acquiring a basis for forming friendships which may serve him all his life.

This establishment of good standards of friendship becomes a vital factor in preparing a child as best we may for successful marriage and for the founding of a family. This always remains a central purpose of parents as long as we cling to the belief that good family life is our best social unit. From this point of view, then, laying the foundations for real friendship early in the life of the child must remain important. Since friendship-making, as young as three and four years, furnishes a start in building up standards and ideals of friendship for life, let us give our three-year-olds a chance to make a few friends among their peers, instead of surrounding them entirely by an admiring circle of friends and relatives—all adults.

* Release from White House Conference.

The White House Conference Draws Near

THE White House Conference on Child Health and Protection, to be held in Washington November 19-22, is focusing the attention of educators all over the country. The nation-wide committees working to the maximum of energies and ability over the period of a year have summed up their surveys in reports which are now in headquarters in Washington. Upon the findings of these committees the program of the Conference and the special sessions will largely be based.

Because of the large number of specialists who will come together—the largest ever assembled in this country—the Conference will, to a considerable extent, have to fulfill its work through sectional meetings. In these meetings will be brought together data on existing phases of child life and free discussions will follow.

The sectional meetings will be so arranged that two sections will meet simultaneously in the morning and two in the afternoon, thus permitting the two sections which are not holding sessions to attend and get the benefit of the discussions.

There will be two evening meetings of great interest, one, the opening session Wednesday evening at Constitution Hall, 18th and C Streets, Northwest, when the Secretary of the Interior, Ray Lyman Wilbur, Chairman of the Conference, will give the welcoming address, and President Hoover, whose interest made possible the calling of the Conference, will speak; and the second on Friday evening, with speakers of national reputation.

Attendance will be by invitation only because facilities to some extent are limited, but the results will be made generally available. To make possible participation in the meetings of all who are interested, arrangements have been made

for broadcasting the President's address in opening the first session on Wednesday evening at 9:00 P. M., and for Dr. Wilbur to report to the radio audience at 12:45 P. M. on Saturday, November 22, the results of the sessions. It is suggested that groups of parents and teachers come together at some central place in schools or homes, to listen in to these speeches.

Secretary Wilbur, in outlining the purpose of the Conference, says: "Through our own endeavors we have changed and moulded the environment of our children. They need guidance so that they will prosper instead of suffer. We must deliberately plan together for the steps that lie just ahead."

The material that will be brought together in Washington at the November Conference will be the most earnest and conscious effort to "plan together for the steps that lie ahead" which has ever been made in this and possibly in any country. The material belongs to the country at large and as fully as possible will be made accessible. This accessibility will depend, naturally, upon the keenness of interest on the part of the public, educators, and workers in any field concerned with child life.

Of the four sections of the Conference one is devoted to Education and Training of Children with F. J. Kelly, Ph. D., of the University of Chicago, as Chairman. One of the most important contributions to the surveys of this section is the report of the Committee on The Infant and Preschool Child of which John E. Anderson, Ph. D., of Minneapolis, Minnesota, is Chairman. Dr. Anderson pleads the cause of the young child and shows the extent to which he has been neglected, and then assembles some of the data of the investigations into the educational conditions surrounding the young child.

These investigations extended to institutions where young children are found: day nurseries, nursery schools, and kindergartens—(orphanages were omitted). They also included a survey of children in their homes, which was carried out among children of all social levels and in widespread sections of the country. The result is a most illuminating assembly of material which will offer much of value to parents and to educators.

The study of young children in institutions included over 1200 institutions with an enrollment of 50,000 children. To quote from the report:

"Studies of the physical plant show high standards of cleanliness, fair sanitary provisions, rather inadequate outdoor playground space, and an important but not solved problem with reference to fire protection. The medical supervision of young children in groups presents a serious problem which has only partially been met by a daily inspection of the children by nurse or teacher. Medical records are generally inadequate."

The study of children in the homes gives the data on 2757 white families and 3250 white children exclusive of infants under one year. Among other interesting facts the investigations indicate that over one-half of American children grow up in homes in which there are fewer than fifty books, and three-fourths grow up in

homes where there are fewer than a hundred books.

The report states that only one-fourth of the children between 5 and 6 years in the United States are enrolled in kindergartens and adds:

"It seems to the committee that the kindergarten has more than demonstrated its usefulness considered from either the angle of the school or from the angle of its value to the individual child. Anything that can be done publicly or privately to make state and municipal organizations aware of the importance of the kindergarten and facilitate its development as a part of the public schools, will receive the hearty endorsement of the committee. Certainly before undertaking any widespread public education of young children below the age of five years, our nation should develop its facilities for the education and training of five and six year old children to the maximum."

The material which Dr. Anderson submits in his report is representative of that which other chairmen give in their reports and it is on such findings as this that the White House Conference will base its discussions. The results of the Conference should be a forward stimulus to education and protection of American childhood and the assembly of invaluable social data.

BOOK REVIEWS

Editor, ALICE TEMPLE

A major contribution to the scientific literature of child study.—Not only has Dr. Dorothea A. McCarthy carried on an important and meticulous investigation of language development,* but she has presented her findings in graphic form and with a clarity that makes this study understandable and valuable both to the layman and the specialist.

Dr. McCarthy chose twenty children at each of seven age levels, 18-24-30-36-42-48 and 54 months, respectively. In order to get a socioeconomic cross section, the twenty children in each group were chosen in proper proportions according to the fathers' occupations; professional, managerial, clerical, skilled labor, semi-skilled labor. There was also an attempt to secure a random sampling of intelligence. Rigid stratification of age levels and periods of examination were also unique features of this study.

Fifty consecutive verbal responses were recorded for each child exactly as they sounded to the examiner (Dr. McCarthy) even when they were incomprehensible. The method used was the presentation of toys and books as stimuli and the recording of the child's verbal responses to these. The records represent, therefore, samplings of the children's running conversation.

The author analyzes her data according to four methods; the mean length of response, the relation of the response to the child's environment, grammatical construction and word analysis. This last method was used for the sake of comparison with the many existing vocabulary studies. A chapter is devoted to each method and the summary at the end of each of these chapters makes a convenient reference index for students using the study. The book concludes with a discussion of various theories of language development and a general summary of the whole study.

*Dorothea A. McCarthy, *The Language Development of the Preschool Child*. Minneapolis: University of Minnesota Press, 1930. Pp. XIII + 174. \$2.50.

Some of the findings have special significance for parents and teachers of young children. For instance, throughout the study the analysis of the results of each method used, shows a consistent sex difference in favor of the girls. Apparently, boys go through the developmental cycle of language more slowly than girls. At the fifty-four months' level, however, the boys practically equal the girls. So many anxious mothers refer their young sons to nursery schools as cases of retarded speech at the two and three-year old period that the detailed findings of this study should be reassuring in most cases.

Another finding related to the language superiority of the girls is that the girls scored a higher mean I. Q. at every age level than the boys. This has been noted in most other studies. The author interprets that as further evidence of superior linguistic development on the part of the girls rather than superior intelligence. The point is an important one in considering the results of intelligence tests under the five year level.

The author pays tribute to the importance of Piaget's study "The Language and Thought of the Child" and her second method of study parallels the categories in this book. One cannot but wish she had also included Piaget's second book, "Judgment and Reasoning in the Child" particularly for the study of the beginning in verbal expression of the sense of causality. The relation of this to intelligence is a challenging question upon which we need just the kind of exact data that Dr. McCarthy gathered for these other points.

Dr. McCarthy finds a much smaller proportion of egocentric speech among her 140 children under five years than Piaget records for his two children (five-and-a-half and six years old). She accounts for this partly on the ground that Piaget being the first to call attention to this aspect of the child's speech, naturally tends to magnify its extent and im-

portance. This is perhaps true. However, Dr. McCarthy finds a surprisingly small percent of egocentric speech considering the youth of her children. One reason lies in the conditions controlling the investigation which tended to provoke more socialized responses than might occur under other circumstances.

The author found children having parents in the upper occupational level showing a larger proportion of adapted information and questions than children from the lower end of the occupational scale. She suggests that this is partly because the first group receives more satisfying answers to questions. The application of this point to teaching is obvious.

This study is full of challenging data, particularly for workers with young children. It is perhaps the most complete study of language development which has yet been made.

MAY HILL,
Western Reserve University,
Cleveland.

A significant collection of addresses.—To the Chicago Association for Child Study and Parent Education we are indebted for this excellent symposium on the emotions.* The title is somewhat misleading since the papers cover emotional problems from the nursery into college years, with sufficient reference to adult problems to cover the whole field of emotions fairly well.

Most of the papers are sufficiently objective to be valuable. Unfortunately they cover too wide a field to permit detailed evaluation. On the whole the psychiatric and the behavioristic points of view predominate. However, the psychiatric papers are notably sane and there are several stimulating criticisms of the behaviorist leaning towards pedantic ultimatums.

This book will be a good reference for teachers and students of psychology covering as it does descriptions of methods of research, controversial points of view about the bases of emotions, various experiments in emotions, and social relationships and adjustments in the emotional life.

These papers are recommended as presenting either a fresh point of view or a particularly provocative one:

Hereditary and Environmental Factors in the

Emotional Life of the Child, by Abraham Myerson.

Control of Emotions Through Relaxation, by Edmund Jacobson.

Some Determinants of Emotional Stability, by George J. Mohr

The Psychoanalytic Interview as a Method of Research on Personalities, by Harold Lasswell.

Adult Institutions and the Child's Personality, by Floyd H. Allport

The Child's Emotional Life and Religion, by Eustace Hayden.

The Love Life of the Child, by William Marston.

These titles give some idea of the range of subjects, but only a detailed report of each paper could suggest the scientific and meaty content of this collection of papers by experts.

MAY HILL,
Western Reserve University,
Cleveland.

A contribution to teacher-training.—It is coming to be generally recognized that student-teaching, if properly directed, contributes more to the professional preparation of the classroom teacher than any other single factor commonly included in his training. Probably the most thoroughgoing treatment of this phase of teacher-training is to be found in a recent book¹ by A. R. Mead, Head of the Department of Education, Ohio Wesleyan University. In the words of the Editors of the book, Dr. Mead has been for years "an earnest and brilliant student, writer and investigator in the field of supervision and direction of student teaching." (P. VII.)

The volume is organized in three parts. Part One, entitled *Basic Conceptions and Theories*, includes among its nine chapters four which deal respectively with the values of student-teaching, the place of observation, participation as a means of learning to teach and conceptions of supervision. Part Two devotes its seventy-eight pages to discussion of the different typical and important activities in which the student may profitably engage. Part Three, to which more than three-fifths of the pages are given, is concerned with such administrative problems as the selection and assignment of student-teachers, the

*Chicago Association of Child Study and Parent Education. *The Child's Emotions*. Chicago: The University of Chicago Press, 1930. \$2.50.

¹Arthur Raymond Mead. *Supervised Student-Teaching*. Richmond, Virginia: Johnson Publishing Company, 1930. Pp. XXII + 891.

amount and kind of laboratory work to be required of them, systems of evaluating their work, and other problems related to the laboratory school itself such as different systems of organization, the staff, buildings, legal status, etc. In the final chapter the author presents an ideal plan for teacher training which he calls "A Short Venture in Utopia".

Certain "omissions and deficiencies" are pointed out by the author in his preface as follows: "There is no detailed discussion of the classroom supervision of student-teaching by the supervising teacher. Such material would duplicate, in many respects, information now published in several excellent treatises on supervision of classroom instruction. . . . Part Two is lacking in certain materials because there is no existing data to make the presentation as complete as it should be, a deficiency which will, no doubt, not exist in the near future. The amount of material on the principles and practices which obtain in foreign countries is comparatively small, due to the fact that such information is difficult to secure in the United States." (P. X.)

Granting these "omissions and deficiencies", the volume contains a wealth of valuable material which Dr. Mead has collected over a period of fifteen years and has here presented in well organized and usable form. Each chapter is followed by a series of stimulating problems or exercises for the student and a carefully selected list of references. The book should prove very useful as a text in college and university courses dealing with teacher training problems and as a reference book for all those engaged in the administration of teacher-training institutions and the direction of student-teaching.

ALICE TEMPLE,
The University of Chicago.

BOOKS RECEIVED

Primarily for Teachers

Arlitt, Ada Hart. *Psychology of Infancy and Early Childhood*, New Second Edition. New York: McGraw-Hill Book Company, 1930. Pp. XI + 382.

Arlitt, Ada Hart. *The Child from One to Six*. New York: McGraw-Hill Book Company, 1930. Pp. 188. \$2.00.

Bettors, Paul V. *The Bureau of Home Economics*. Washington: The Brookings Institution, 1930. Pp. 95. \$1.50.

Ellwood, J. K. *Forming Correct Language Habits*. Boston: Meador Publishing Company, 1929. Pp. 173. \$1.00.

Everson, Florence McClurg. *Puppet Plays for Children*. Chicago: Beckley-Cardy Company, 1929. Pp. 118. \$1.00.

Primarily for Children

Crump, Bonnie Lela. *Bobby Squirrel's Secrets*. Boston: Richard G. Badger, Publisher, 1929. Pp. 100. \$1.25.

Knox, Rose B. *The Boys and Sally Down on a Plantation*. New York: Doubleday, Doran & Company, Inc., 1930. Pp. 276. \$2.00.

Millard, Edith E. *Mr. Skiddlewinks*. Illustrated by Harry B. Neilson. New York: Frederick A. Stokes Company, 1930. Pp. 59. \$1.50.

Taylor, Frances Lilian. *Adventures in Storyland, A Second Reader*. Illustrated by Clara Atwood Fitts. Chicago: Beckley-Cardy Company, 1930. Pp. 192. \$.72.

Thomas, Gertrude. *Peter Makes Good and Stories of Other Dogs*, with illustrations by Dorothy Saunders. Chicago: Beckley-Cardy Company, 1929. Pp. 187. \$.75.

BEGINNING WITH THIS ISSUE A NEW DEPARTMENT IS BEING INCLUDED IN CHILDHOOD EDUCATION,—THAT OF RESEARCH ABSTRACTS.

AMONG THE MAGAZINES

Editor, ELLA RUTH BOYCE

IN EDUCATIONAL ADMINISTRATION & SUPERVISION for September, writing under the title Child Freedom, O. E. Pore presents the dangers and disadvantages of some of the present ideals of freedom for children. He explains his purpose in these words,—“This paper will first point out the difficulties involved in the application of an unrestricted theory of freedom, and then show briefly how some of the principles of a truer freedom seem to be the sine qua non for sane educational practice in the future.” Commenting on those “extremists who seem to think that the child’s rights are illimitable, and who apparently do not favor the restriction of his liberty in any particular,” he says that, whatever the values of such a policy, it is “sadly inadequate as an educational theory.” He believes that such a method does the child harm in five ways as follows: “(1) he wastes valuable time in mere guessing; (2) violates the fundamental law of exercise; (3) habitually takes the course of least resistance; (4) misses the inspirational, interpretive contributions of the teacher; and (5) loses heart upon finding himself unequal to the problem of life, lone-handed.” These points are discussed at some length with the added comment, “On the side of discipline, absolute child freedom seems foolhardy.” Further argument against too much freedom for the child is built up by a comparison of its results and the demands of society—the doctrine of freedom being presented as one “whose tenets are the direct antithesis to the approved standards of society.” There may be some who will question whether these approved standards are indeed the absolute determining values of life. Indeed, in an article in this same journal, from which we shall later quote, Dr. Goodwin Watson does so question. Mr. Pore quotes from Dr. Bagley and from Dr. Dewey to sustain his contention that “Though initiative and originality are desirable, they should not be

bought at the price of obedience and respect for constituted authority.”

In the same issue, Dr. Goodwin Watson, writing on Education and the Best of All Possible Worlds, discusses the world’s need of an education which shall “try to reconstruct the social order” rather than one designed “to pass on our cultural heritage, to prepare children to take their part as adults in our present civilization.” His article is challenging and courageous in its presentation of the facts which deny that the present world is the best possible one. He says, “Education for the perpetuation of the fallacies of the past seemed a little empty and petty.” He asks, “Is education to be very much a fitting of the young for ‘clever competition in the world as it is?’ A few handy facts to be got across, a decent conformity in the arrangement of letters, parts of speech, and paragraph, a ‘maneuvering of minor morals’, is that then the ‘challenge of education’?” His characterization of what education may be is arresting—“The gallant recklessness of gigantic gambling with national and international futures.” The rest of the article is an exposition of the various faults of our present civilization, presented with some detail. The climax of the article is a plea for understanding sympathy for the man who sees these faults and dares to try to do something about them. Of him, he says, paraphrasing Lewisohn, “He is, if you please, neither Fascist nor Bolshevik nor optimist nor pessimist. His experience and his vision are as real, as actual, as concrete, as indisputable to him as cheese or leather or a bridge problem or your income tax is to you. He is of the lineage of Isaiah!”

SCHOOL EXECUTIVES MAGAZINE for September has an article by Principal Howard L. Buck of the Chicago Y. M. C. A. Evening High School on Bugaboos in Education. “Another surge of hysterics” is his characterization

of one of these troubles which have been agitating school people and which he lists under these various headings—"reconstruction of the curriculum; intelligence tests; saving of the lost (the Gary plan); ability grouping; class size and pupil load; rating of teachers; testing achievement; bankrupt pension systems". Some space is devoted to each of these topics and also to the fact that teachers of education in normal schools and colleges are not themselves practicing the things they are teaching. He says of them—"very few professors of education are practicing individualized instruction, or socialized recitation; nor are they attempting to adjust the rate of progress or the content of instruction to the ability of the students—to adopt ability grouping, to reduce failure, or save the lost." He thinks this may account for the fact that it has been said that "the professor of education is a public menace." His conclusion is interesting—"No doubt we shall still continue to welter and roam on restless seas with many conflicting currents and cross purposes. Yet, with a far-seeing philosophy to keep us from the rocks, with a more careful scientific spirit to sound the way, we shall eventually land our bark near the shore of our hopes. As a result of our unrest and hectic search, we may at last believe that teaching is standardized at the expense of real education, that education is not and never can be quantitative. Standardized facts and objective data, though necessary, are only incidental; the qualitative development is vital. For education in its last analysis is life, and life is spiritual adventure."

This same journal, designed not for the teacher but for the school executive, has two interesting and somewhat unusual departments. The first carries "Criticism of Education" quotations from various parts of the country, showing the critical comments that are being made about education. The other is a department headed "What's New in School Equipment?" and treats of new materials.

THE JOURNAL OF EDUCATION for September has an article by Dr. Garry C. Myers of Western Reserve University on Parents and the Pupil's Home Work. This is one of a series of twelve letters to parents by this author which are distributed by the U. S. Office of Education. They are all under the general heading "Helping Our Children Suc-

ceed in School." The one quoted here is number five of the series, and it is full of suggestions, which are very practical, as to what and how parents should do in the matter of home work. They may be secured by applying to the Office for them. He says, "Any teacher may be able to tell the same thing to the parents of her children better than I have done it, but, as you know, most parents are not very ready to be told. If they read it, coming from one of Uncle Sammy's offices, they may consider it of more importance."

This same magazine conducts a department called Are These Your Problems? where are answered various questions each month. This issue tells how to help young, inexperienced teachers and also how to get teachers to improve their own handwriting.

In the September 30th number of SCHOOL AND SOCIETY, Wendell Vreeland reports on Detroit's Experiment on Individualization. He begins with a brief history of the growth, in Detroit, of interest in individualized instruction. He says, "Students of the history of education tell us that the movement for individualization is the product of two other major movements. On the one hand, there has been the development of the philosophy which has emphasized the intrinsic worth of personality as expressed in the individual. On the other hand, there has been the development of scientific study of human behavior." Testing has long been a feature of the Detroit system, under the direction of Dr. W. A. Courtis, who wrote, "The very first data secured made clear both the inefficiency of mass methods and the need for adjustment of work to individuals." Increasing evidence to this effect was gathered as the testing program continued until "interest in individualization finally brought Detroit school people face to face with the problem, 'After all, just what is the most effective amount or type of individualization?' and in 1928 they began an experiment to secure scientific evidence upon the point." The article goes on to describe in considerable detail the manner in which the experiment has been conducted. In conclusion he says "At present the results of the first year's measurements are being organized and interpreted. However, not until after the completion of the experiment in June will any of the objective results be available.—(This

report, though published in September, was presented at the N. E. A. meeting last February.) It is entirely probable that when the objective measures of achievement in these schools have been analyzed and the factor of administrative expediency has been allowed for, no one plan of instruction will be found the most effective.—Whatever may be the result of the experiment on the future of education in Detroit, my personal belief is that the intimate experience which a large number of teachers, principals and supervisors have had with different types and degrees of individualization will clarify their educational vision and strengthen their faith in the desirability of the experimental approach to the modification of traditional practices."

In THE JOURNAL OF EDUCATIONAL PSYCHOLOGY for September, Harold Saxe Tuttle writes fully on Habit and Attitude. We will not review in detail his scientific exposition but will give a few quotations. "A very wholesome revolution has taken place within the last quarter century; very largely, indeed, within the past decade. Moral training has been taken out of the realm of sentiment and subjected to the careful scrutiny of the psychologist. Such a step was necessary for genuine progress. It represents the first really promising movement toward meeting the perennial youth problem that has been offered since the dawn of civilization. The essential

contribution which has thus far been made is the rejection of vague, general ideals as objectives and the substitution of specific goals for immediate training." And again, "For purposes of conduct guidance, whether it be for health, or safety or thrift or honesty or chivalry, we shall have to recognize that while specific motor responses can be cultivated in the very young baby, the use of these responses becomes significant only after their value has been established and recognized and has come to function effectively as the determiner of behavior." Here is another significant statement—"If the feelings are organically to be identified with habit, then habit training must far more wisely and far more consistently utilize the feelings."

THE LITERARY DIGEST for September 27th quotes from a French authority, Dr. Herbeau, writing in *La Victoire*, Paris, on Disobedient Children. Disobedience is discussed in some detail—the word being said to "cover too many different things to be exact. Children disobey for many different reasons, but in nine cases out of ten the fault is as much the parent's or the teacher's as theirs. An animal trainer knows better than to get angry with his pupils, to give them impossible orders, to try to make them perform when they are tired. Parents and teachers are not always so sensible."

THE SQUIRREL

Whisky, frisky,
Hippity hop,
Up he goes
To the tree top!

Whirly, twirly,
Round and round,
Down he scampers
To the ground.

Furly, Curly,
What a tail!
Tall as a feather,
Broad as a sail!

Where's his supper?
In the shell,
Snappity, crackity,
Out it fell.

—Author Unknown.

RESEARCH ABSTRACTS

Editor, ELIZABETH SKELDING MOORE.

A Source-Book of Research Material.—“Where can I find new information about reading tests? about approved methods of arithmetic drill? about child guidance? about motivation of school work?” Such questions, any many similar ones, are frequently asked by teachers, either in their own studies, or after discussions at teachers’ meetings. With so much research being carried on all over the country no teacher can keep herself well informed of new scientific discoveries which may have important bearing on her work.

Many teachers, as well as parents, will therefore welcome *Educational Problems for Psychological Study*¹ as a guide-book to new evidence on many kinds of problems. The following subjects are among those included, each having an extensive list of references chiefly on objective, scientific studies; teaching how to study, intelligence and aptitude tests, the measurement of character, tests of achievement, the organization of the curriculum, reading, arithmetic, spelling, writing, character training, individual adjustments, working with parents, and the selection and measurement of teachers. If, for example, a teacher wishes to know where to look for new findings about the relative values of manuscript and cursive writing the list of references in the section on *writing* would help her to use to the fullest advantage the limited time she has for such reading at the library. Moreover a study of this book will indicate to the reader many subjects of teaching procedure, both at home and at school, which are by no means as settled as he may have thought. One is brought to a sharp realization of the many important problems in education on which we need more experimental data.

The book is well-organized, rich in practical illustrations, and full of questions which cannot fail to encourage the reader to think. The references seem to be carefully prepared, although one could wish for a somewhat fuller list on *special methods in preschool and kindergarten*. One would also undoubtedly find useful the “Handbook of Evidence in

Educational Psychology” which “is designed to accompany the syllabus, bringing to students in one publication the relevant empirical data now widely scattered through more than a score of journals.”

Teachers’ Attitudes Towards Children.—Of great significance to all who are responsible for the guidance of children is *Children’s Behavior and Teachers’ Attitudes*². More than 500 teachers were asked to rank fifty behavior problems of children in order of their seriousness. The same behavior problems were submitted to a group of mental hygienists, psychiatrists, psychologists and clinicians, who also ranked them in order of seriousness. Between one group of teachers and the mental hygienists the agreement on what they considered to be serious was—.22; between another group of teachers and the same mental hygienists the agreement was—.08. In other words, there was less than no similarity in the problems which seemed to the teachers and the hygienists serious. The author found that the teachers were generally apt to consider as serious aggressive, assertive behavior, especially in boys, and put such problems as fearfulness and shyness at the bottom of their list, while at the top of the mental hygiene list stand unsocialness, suspiciousness, and unhappiness. Even in a control group of teachers, who were carrying on serious study in education, aggressive behavior was considered to be much more serious than that of withdrawal. Wickman interprets this reaction of teachers to the assertive child as indicating “that teachers’ attitudes toward these problems have their origins in the natural responses of any human to frustration, irritation and attack; and permits us to formulate teachers’ reactions in terms of the *psychology of frustration*” (p. 160). He goes on to indicate that the counter-attack which teachers then make on the aggressive child and the indulgence they give to the withdrawing type (in sympathy and protection) increase the underlying difficulties of adjustment in each case

¹ Watson, Goodwin, and Spence, Ralph B.—“Educational Problems for Psychological Study.” Macmillan, New York, 1930. Pp. xii and 352.

² Wickman, E. K.—*Children’s Behaviour and Teachers’ Attitudes*. New York: Commonwealth, Division of Publications, 1928. Pp. 247.

and strengthen the undesirable social habits.

To remedy the mistakes thus made by the teachers in accentuating the difficulties of their pupils, Wickman suggests, not attacking the teachers, which is as unwise for them as similar disciplinary methods for children, but educating them to see the values involved. This education will need not only to give the teacher knowledge, but to help her transform her factual knowledge into actual practice. "The teachers' emotional and social adjustments need to be stable before their behavior to the exhibition of undesirable conduct in children can be encountered unemotionally and treated rationally."

It may be of interest to note what problems the clinicians considered to be most serious. The first eight in order of seriousness are: Unsocialness; Suspiciousness; Unhappy, depressed; Resentfulness; Fearfulness; Cruelty, bullying; Easily discouraged; Suggestibility.

The eight which they considered least serious are: Tardiness; Inquisitiveness; Destroying School Materials; Disorderliness in Class; Profanity; Interruption; Smoking; Whispering.

Should Children Read Individually or as a Class?—In a study of the learning of reading skills of 1500 children Field^{*} has approached the problem of the relative worth of individual vs. class reading. Her subjects were matched classes of second, third and fourth-grade children in two representative American public schools. Half of the children followed in their reading the method of class reading all using the same book at the same time. The other half did little reading aloud and spent the reading period upon books of their own choosing, reading each at his individual rate and discussing the reading later for the benefit of the class. The time spent on reading in the school day was kept uniform for the two groups. Reading tests given in January and again in May were used to measure children's growth in reading during the period of experiment. The reading examinations used were for the second grade the Haggerty Reading Test-Sigma 1 and for the third and fourth grades the Stanford Achievement Test-Reading Examination, Form B.

^{*}Field, Helen A.—*Extensive Individual Reading vs. Class Reading: A Study of the Development of Reading Ability in the Transition Grades*. New York: Teachers' College, Columbia University Contributions to Education, No. 394, 1930. Pp. vii and 52.

These tests are designed to measure skill in reading and understanding paragraph meaning, sentence meaning, word meaning, etc.

The author analysed the data to find out whether the children improved more in general reading ability through class or individual reading, whether there was difference in the rate of change when the groups were classified by high and low sections, by high and low intelligence, by high and low chronological age with reference to class placement. After statistical analysis of the data no significant differences were found between the effectiveness of class and individual reading in building up general reading ability in these grades. "It may be said that procedures S and I (reading in sets or as individuals) are about equally effective in developing reading ability in transition grades in typical schools." The author then concludes that since both methods seem to be equally good for the learning of general reading ability one may consider other values in deciding upon the relative worth of the two methods. She states that there is evidence that class reading has the advantage in teaching the child accurate reproduction of ideas, but that this is the only value which has been found by other studies in which class reading has definite superiority. Individual reading on the other hand has the value of teaching independent choices, initiative, interest and therefore more enthusiastic attitudes, and that since these values play an important part in a child's development they must be taken into consideration. The author therefore recommends that both procedures be used in the second, third and fourth grades, that extensive individual reading be used more than class reading as it has more value for the development of desirable habits, attitudes and skills in reading, in addition to being equally effective in building up general reading ability, and that class reading be used for the definite purpose of developing accuracy, but be used sparingly since this is the one proved value which it has.

The study is clear-cut and well presented. One could wish however that the interval between the two reading tests had been longer. It might then have been possible to determine whether the differences in the methods which in the study as it stands appear to be only trends might be in reality significant. Such a study might well be carried over a period of more than five months.

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